

English

Student Book



8

as the main
foreign language



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Student book

English

*as the main foreign language for the 8th grades
of general secondary schools*

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We thank you for the cooperation.



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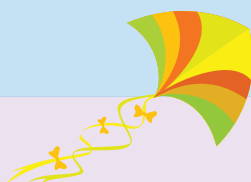
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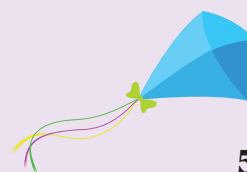
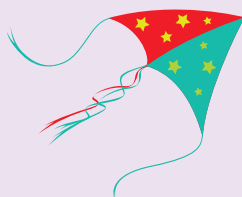
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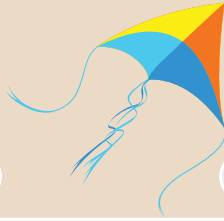
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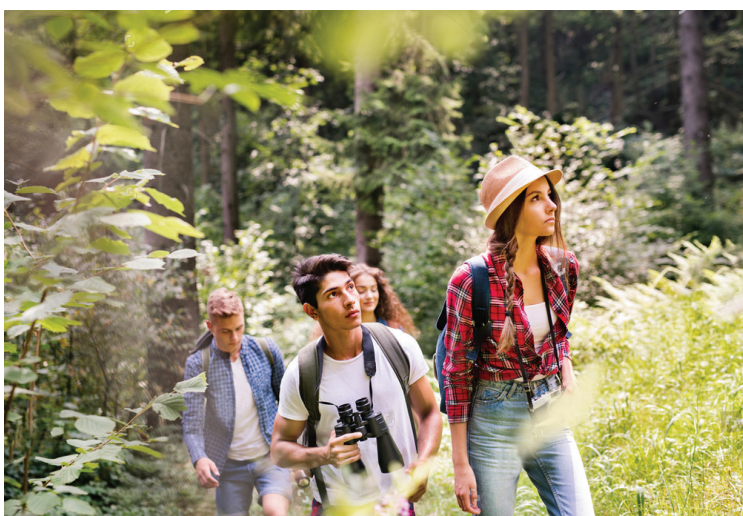
UNIT 1

FREE TIME FUN

FOCUS ON THE TOPIC

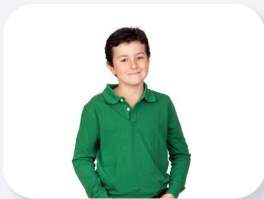
Work in small groups. Look at the photos and discuss the questions.

- Why do people enjoy these activities?
- Which activity do you like doing in your free time? Why?

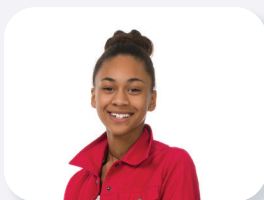


Vocabulary

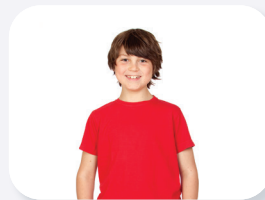
1 Read the forum answers. What do you think the forum question is?



I am **keen on**¹ reading real life stories. I believe that they help me learn a lot of things which I can use in my everyday life. If nothing else, they help me improve my communication skills.



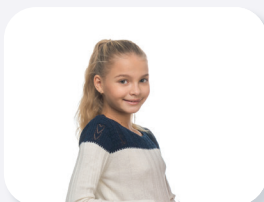
Some girls love wearing **jewellery**², but not me. I just enjoy making it. When I have some free time, I enjoy making necklaces  and bracelets  with beads. Sometimes I sell them and make some money.



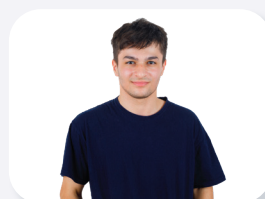
I had very bad reading skills and my doctor advised me to **juggle**³. My neighbour is a clown in a circus and he agreed to teach it to me. After a few months, my reading skills started getting better. In fact, juggling helps to have better concentration and reaction time. So, I juggle when I have some free time.



Free time? I don't have much, to be honest. But when I have some, I **go surfing**⁴. I have a special surfboard and I love surfing on big waves. I know one thing for sure: it is very important to **follow safety rules**⁵.



I enjoy **diving**⁶ into the sea and discovering the underwater world when I have some time. Once, I found a bottle with a letter inside. I was very excited. Just imagine! Someone wrote that letter about a century ago.



Sometimes I buy some biscuits and **feed**⁷ the pigeons  in the park. It is really relaxing and I enjoy it a lot. After I feed them, I meet my friends and we take a **roller coaster**⁸. Roller-coaster rides are really scary. It feels like you are on top of the world and the wind is pushing you.

- 2** Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word/phrase.

1. be keen on (doing sth) (phr.v.) a) If you are keen on doing something, you don't want to do it anymore. b) If you are keen on doing something, you want to do it very much.	2. jewellery (n.) a) objects such as rings and necklaces that people wear as decoration b) objects such as lamps and vases that people decorate their houses with	3. juggle (v.) a) keep throwing a ball against the wall and catching it very quickly b) keep three or more objects moving in the air by throwing and catching them very quickly	4. go surfing (phr. v.) a) take part in the sport of riding on waves on a surfboard b) take part in the sport of riding on the road on a surfboard
5. follow safety rules (phr.v.) a) If you follow safety rules, you will be safe in any situations. b) If you follow safety rules, you will be in danger.	6. dive (v.) a) jump into water with your head and arms going in first b) stay under water for a long time	7. feed (v.) a) prepare food for a person or animal b) give food to a person or animal	8. roller coaster (n.) a) a railway in an amusement park that goes up and down fast and that people ride on for pleasure or excitement b) a house in an amusement park where you can find a lot of toys



TRACK 1

Listen and check your answers. Pay attention to the pronunciation.

- 3** Complete the sentences with the words/phrases from Task 2. You may need to change tense forms.

- The friends were keen on going to the amusement park.
- The brave man ★★★★★ into the sea and saved the child.
- If you ★★★★★, you can save yourself and other people.
- He bought an expensive piece of ★★★★★ for his mother.
- We went for a ride on the ★★★★★ and enjoyed it a lot.
- Visitors cannot ★★★★★ the animals in the Zoo.
- When we entered the hall, a man ★★★★★ with five balls.
- The weather is windy and the waves are big. Let's ★★★★★.

Reading

1 Discuss the questions with a partner.

- What free time activities do people at your age prefer to do in your country?
- What free time activities do they rarely do in your country?

2 The people below are all looking for a place to spend their free time. On the opposite page, there are descriptions of eight programmes. Decide which programme (A-H) would be the most suitable for the following people (1-5).

- 1.** Lis and Betty love animals a lot and they want to study Animal Science in the future. They want to go to a place where they can get close to wild animals and watch them hunt.



- 2.** Bob and Sandra want to do something exciting. They both love hearing stories about animals, but are scared of real animals. They also enjoy going to circuses and watching shows together. They would like to try what performers do in the shows.

- 3.** Simon and Tim are close friends and would love to fly somewhere together, but they are both afraid of heights. In their free time, they both love watching documentaries about marine life. Simon is a professional photographer and would like to take some unusual photos and share them on his website.



- 4.** Kate and Jessica are keen on doing something connected with water sports, but they feel frightened because they can't swim at all. Their friends want them to join *Necklaces and Ring Making* courses, but this is something they wouldn't like to do at all.

- 5.** Matt and Alex are twin brothers. They are professional swimmers. Matt has some creative ideas about future schools and he is taking some creativity classes. Alex is a football fan and is very much interested in the lives of famous footballers.





A. Theatre Fun

You can watch “Miss Inventor” every Saturday. A young girl invents things to help teens in her school.

At 6 p.m. a group of teens presents “My life”, an interesting play about local and international sports stars.

B. Arts Centre

The storytelling course lasts for four hours from 1 p.m. to 5 p.m. Write a 5 sentence story about a picture. The writer of the best story becomes the winner of the day.

Use the colourful beads to make jewellery and sell it there! It is fun and you will make some money!

C. Fun House

Try juggling and rope walking. Take part in a show and listen to an adventurer telling stories about his wildlife experiences. The show is interactive, so you can stop and ask him any questions. Both programmes are from 2 p.m. to 4 p.m.

D. Water Fun

This programme is for beginner swimmers! You can also try surfing and riding a motor boat. Don't worry! You will have good instructors and they will watch you all the time. If you agree to follow all safety rules, you can join the programme.

E. Underwater Fun

Dive and discover the underwater world. You can watch many types of fish, feed sharks and swim with dolphins during a two-hour tour. If you want, you can take underwater photos.

F. Sky Fun

See the city from the sky! A huge balloon is tied to the ground and doesn't actually travel, but the view is great.

G. Animal Park

Take a bus tour and get close to some of the world's most beautiful and dangerous animals. After the tour, visitors will have a 20-minute lecture on animal care. The lecturer is a famous zoologist.

H. Safari Tour

We have a lot of slides, swings, rope bridges and other adventure activities. You can also take a roller-coaster ride. Adventurers can join a tiger hunt or swim with crocodiles. Don't worry! The animals are not real!

- 3** In groups, discuss the programmes in Task 2 and choose one to spend your time as a group. Explain your choice.

Grammar A

1 Discuss the questions with a partner.

- What do you know about the Arctic and Antarctica?
- Do you think that it is fun to spend time in such cold places?

2 Read the text about a famous photographer and complete the sentences.

1. Paul Nicklen's photos are about ★★★★★.
2. When he saw a seal, he became very ★★★★★.
3. Nicklen was surprised because the seal ★★★★★.



You probably haven't visited the Arctic or Antarctica. But don't worry because you can learn a lot about these places from Paul Nicklen's photos.

Nicklen grew up on an island in Canada. He has always felt a deep love for nature. He has written several books including *Born to Ice* and *Polar Obsession*. Nicklen enjoys taking photos. He has taken a lot of photos of animals in the polar regions.

Nicklen has followed sea lions 🦭.

He has dived with whales 🐋.

He has studied polar bears.

Once, a huge seal 🦭 came to his boat. Nicklen jumped into the water. He was very scared, but much to his surprise, the seal didn't attack him. She even tried to feed him! The seal brought him a penguin to eat, and he photographed her.



3 Compare the sentences from the text.

1. Which action is finished?
2. Which action continues up to the present?

a) Nicklen **grew up** on an island in Canada.

b) He **has** always **felt** a deep love for nature.



GRAMMAR TARGET

Present Perfect

Study the rules and examples on Page 116 before you do the following tasks.

4) Look at the list of irregular verbs on Page 115 and find:

- a)** five verbs that are the same in all forms.
cut-cut-cut
- b)** ten verbs that have the same past tense and past participle.
buy-bought-bought
- c)** two verbs that are only different in the past tense.
run-ran-run
- d)** ten verbs that are different in all three forms.
take-took-taken

5) Complete the sentences about Paul Nicklen with the Present Perfect forms of the verbs in brackets. Then listen and check your answers.



- Paul Nicklen
- 0) has written (write) eleven stories for National Geographic.
 - 1) ★★★★★ (take) photos of the beauty of our planet.
 - 2) ★★★★★ (win) more than 30 of the highest awards for photographers.
 - 3) ★★★★★ (have) a really interesting life.
 - 4) ★★★★★ (swim) in icy polar water.
 - 5) ★★★★★ (come) face-to-face with wild animals.
 - 6) ★★★★★ (share) stories from his adventures in several TED Talks.

6) A. Use the ideas below to make sentences in Present Perfect.

0. play volleyball/ I/ this week/ once

I have played volleyball once this week.

- 1.** two story books/ I/ read/ this month
- 2.** ten English words/ learn/ I/ today
- 3.** video games/ I/ this month/ not play
- 4.** to music /today/ I/not listen
- 5.** move to/ this year/ I/ a new house
- 6.** feed/ I/ a pet/ today
- 7.** I/ not study/ marine life

B. Work in pairs to say which of the sentences in Task 6 A are true and which of them are false for you.

I have played volleyball once this week. How about you? Have you played volleyball this week?

I haven't played volleyball this week.

Grammar B

1 Discuss the questions with a partner.

- Do you have any hobbies? If yes, what is it?
- What hobbies do your friends have? Are they interesting to you? Why or why not?

2 Read the forum answers. What do you think the forum question is?

- a) What hobby would you like to take up?
- b) What is your hobby?
- c) What hobby will you never take up?

I think drone flying is a perfect hobby. I have had a drone **for** two years. I use my drone for taking aerial photos and videos. I have **already** taken hundreds of photos and videos **since** I started this hobby. I share the photos and videos on my blog. My followers like them a lot and I get a lot of positive comments. There is a drone racing competition in my city, but I haven't attended it **yet**. I am planning to enter that competition next year.

Omar



Nargiz



Origami is the Japanese art of folding paper. I have had this interest **since** I first visited an exhibition on Japanese culture and art. My most favourite models are the crane 🦢, the lotus flower 🌸, and the jumping frog. I have **already** made about twenty new origami models. I am planning to have an exhibition of my works next month.

Yusif



I have started stargazing **since** last March, after my first visit to the Shamakhy Astrophysical Observatory. I have had a telescope **for** seven months. There's so much to learn about the universe. I think I have **already** discovered a new star in the sky. I haven't named it **yet**.

3 Pay attention to the boldfaced words in the text and complete the gaps with **since**, **for**, **already** or **yet**.

1. We use ★★★ with a period or duration of time.
2. We use ★★★ with a starting point of time.
3. We use ★★★ to say that something has happened before now.
4. We use ★★★ to say that something hasn't happened before now.



Study the rules and examples on Page 117 before you do the following tasks.

Study the rules and examples on Page 117 before you do the following tasks.

0. My teacher has worked at this school since January.
1. I have had this hobby ★★★★★ five years.
2. Jessica hasn't called me ★★★★★ last March.
3. They have lived in the Arctic ★★★★★ a long time.
4. We have been in the classroom ★★★★★ the bell rang.
5. I haven't eaten anything ★★★★★ three hours.
6. We have lived in Baku ★★★★★ we were born.

0. It's 7 o'clock and I have already returned home.
1. I am worried about my brother. He hasn't come home ★★ ★.
2. He has been out ★★ ★ seven hours and he hasn't called ★★ ★.
3. My parents have ★★ ★ called him. He says he is with his friend.
4. They have known each other ★★ ★ they started school.
5. They have a lot to talk about because they haven't seen each other ★★ ★ a long time.
6. Both of them have had the same hobbies ★★ ★ years.

To:

Omar ×

Cc:

Subject:

Hi from England

Attach ▼

Dear Omar,

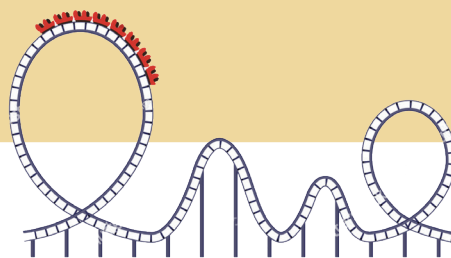
It is always a pleasure to read your email! You are my best friend and I have known you 1) ★★★ 5 years. It is great to know about your new hobby. I have 2) ★★★ finished my homework and now I can write about my hobby. I like reading novels a lot. I have had this interest 3) ★★★ my uncle bought me my first book. I have 4) ★★★ read the novel *Charlie and the Chocolate Factory* by Roald Dahl. Have you read it 5) ★★★? If not, you should read it.

I haven't taken part in a school competition for readers 6) ★★★, I hope I'll be a winner one day.

Best,
Jessica

Write an email to your English friend. Tell him/her about your hobby.
Use **already**, **yet**, **since** and **for**. Then ask him/her questions about his/her hobby.

Listening



1 Discuss the questions with a partner.

- Are you afraid of roller-coaster rides or do you find them fun?
- Do adults love roller-coaster rides? Why or why not?

2 Listen to a talk and answer the question. Choose a, b, c or d.
What's the talk mainly about?



- a) The reasons why Leyla went to Cedar Point
- b) How scary it is in Cedar Point
- c) Leyla's visit to Cedar Point
- d) The best time to go to Cedar Point



3 Now listen again. As you listen, complete the sentences.



1. In the USA, Leyla is studying ★★★★★.
2. Leyla went to Cedar Point with ★★★★★.
3. There were a lot of people in the amusement park because it was ★★★★★.
4. Leyla didn't get closer to the people in costumes because she was ★★★★★.
5. Leyla thinks that one needs to be ★★★★★ if he/she wants to ride a roller coaster.
6. She hopes to go back to Cedar Point before she ★★★★★.

4 Read the audio script on page 142 and guess the meaning of the words/phrases. Choose a or b.

1. If you **change your mind**,

- a) you change your decision or plan about something.
- b) you change your way or destination.

2. If you **stay away from** somebody/ something,

- a) you go closer to a particular person or place.
- b) you don't go near a particular person or place.

3. If a person **screams**, he or she

- a) shouts something in a loud voice.
- b) speaks to somebody quietly.

4. If you **look forward to** something that is going to happen,

- a) you don't want it to happen very soon.
- b) you want it to happen because you think you will enjoy it.

5 Compare and contrast these places. Tell your partner which of them you think is the best place to visit with your classmates.



amusement park



circus



theatre



safari park

USE OF ENGLISH

1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. I always **improve** my teachers' instructions carefully.
2. The actor worked a lot because he wanted to **hunt** his performance.
3. A group of scientists hopes to **scream** a new planet.
4. People used to **follow** elephants for the ivory from their tusks.
5. He was so angry that he wanted to **discover**.

2) Choose an odd one in each line.

1. bracelet, earphones, earrings, ring, necklace
2. slide, swing, juggling, rope bridges
3. elephant, sea lion, whale, seal, dolphin
4. exhibition, museum, theatre, office, arts centre

3) Complete the sentences with the prepositions below. You can use some of them more than once.

of

to

on

for

in

into

1. Most boys are keen ★★ ★ playing football.
2. The children dived ★★ ★ the sea and disappeared.
3. When I was a child, I was afraid ★★ ★ spiders.
4. ★★ ★ my surprise, he won the first place.
5. All the sportsmen want to take part ★★ ★ international contests.
6. My friends enjoy listening ★★ ★ national music.
7. She decided to take up drawing classes because of her love ★★ ★ art.
8. We look forward ★★ ★ seeing our friends soon.

4) Read the sentences below and fill in the gaps with an appropriate form of the word given in brackets.

1. It was so ★★ ★ (relax) to be among old friends.
2. The ★★ ★ (lecture) spoke very clearly and we could hear every word.
3. I had a really ★★ ★ (scare) dream last night.
4. He is famous all over the world as a great ★★ ★ (adventure).
5. The second half of the book is more ★★ ★ (excite).
6. They never fly by planes because they have a phobia of ★★ ★ (high).
7. The family decided to hire a ★★ ★ (photograph) for the party.
8. She enjoys cooking and wants to become a ★★ ★ (profession) cook.

5) Look at the pairs of sentences and decide which is correct.

1.

- a) He has been interested in football since he was 6 years old.
b) He has been interested in football for 6 years old.

2.

- a) We have had the same hobby since years.
b) We have had the same hobby for years.

3.

- a) I have already decided what to do.
b) I have decided what to do yet.

4.

- a) Did you have taken up boxing?
b) Have you taken up boxing?

6) Read the text below and decide which answer (a, b or c) best fits each gap.

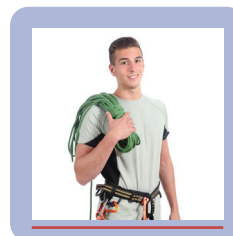
Kate, runner

I've been a runner 1) ★★ ★ three years. I used to run only 2 or 3 kilometres a day, but now I run about 15 kilometres a day. My speed is also 2) ★★ ★. There is a new club for runners near my house, but I haven't joined it 3) ★★ ★. I am planning to become its member next year.



Matin, rock climber

Last year, my brother and I 4) ★★ ★ rock climbing. A month later, my brother changed 5) ★★ ★ and stopped it. He was afraid of heights and he found it very 6) ★★ ★. I have climbed several mountains 7) ★★ ★ I started this activity. My coach says that I have 8) ★★ ★ become a professional rock climber. Climbing is something that I don't think I'll ever 9) ★★ ★ doing! If you want to become a rock climber, remember that it is very important to follow 10) ★★ ★ rules.



1.

a. since

b. for

c. when

2.

a. improving

b. screaming

c. looking forward to

3.

a. since

b. already

c. yet

4.

a. have started

b. started

c. were starting

5.

a. his mind

b. a mind

c. my mind

6.

a. scary

b. relaxing

c. exciting

7.

a. already

b. since

c. when

8.

a. always

b. yet

c. already

9.

a. get tired of

b. be keen on

c. take up

10.

a. safe

b. safety

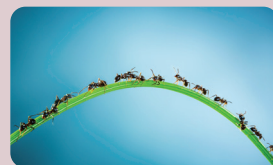
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TIME TO WATCH

- 1 You are going to watch a video about some unusual hobbies. Before that, read the text and answer the questions.

These days, we all have little free time. Every day, we're busy with our studies, work and routine, but we all need to find time and a way to relax. For this purpose, a hobby is a perfect choice. Hobbies are very important because they help improve both physical and mental health.

People have had hobbies throughout history. Today, there are many people who still practise classic hobbies such as collecting coins or stamps, doing certain sports, etc. At the same time, there are people who are looking for something new. They are usually tired of doing the same activities, so they start some unusual ones. There are a lot of unusual hobbies to do at home and outside. Some of them are ant farming, extreme ironing, and tree shaping. They help people feel unique and different from the people around them.



1. Why is it important to have a hobby?
2. Which hobbies are classic?
3. Which hobbies are unusual?
4. How do unusual hobbies help people?

- 2 Read the sentences. The words in bold are used in the video. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 I lost my balance and fell **backwards**.

2 He **sustained an injury** during a football match.

3 To run a mile, you need to run four circuits of the **track**.

4 He has **coached** the team for five years.

5 We were shocked when we heard about his **quirky** hobby.

6 When you enter a **roundabout**, give way to any traffic on it.

a unusual in an interesting way

b a circular path or road for running

c a place where two or more roads meet, forming a circle that all traffic goes around in the same direction

d to experience physical harm

e to train somebody to play sport better

f towards a place or position that is behind

3 Watch the first part of the video and complete the sentences.



1. Aaron Yoder broke the World Record for the ★★ ★ mile run backwards.
2. He has been a runner for more than ★★ ★ years.
3. Another name for backwards running is ★★ ★.
4. When he runs backwards, he doesn't feel pain in his ★★ ★.
5. More than ★★ ★ countries and about ★★ ★ backwards runners took part in the last world championships.



4 Watch the second part of the video and complete the sentences.



1. Steve Wheeler has collected ★★ ★ milk bottles.
2. He has milk bottles from the UK, Germany, France, ★★ ★, ★★ ★, ★★ ★ and ★★ ★.
3. He loves collecting milk bottles, but he doesn't like ★★ ★ at all.

4. Amanda follows ★★ ★ signs for tourists both in the UK and all over the world.



5. People call Kevin Beresford ★★ ★.
6. He has taken ★★ ★ of pictures of roundabouts.

5 Discuss the questions with a partner.

- What do you think of the hobbies in the video?
- Which of them would you never like to try? Why?

Writing Tips!

What is a paragraph?

A **paragraph** is a group of 6-12 sentences on one topic. Every sentence in a paragraph is about the same topic. All of the sentences explain the writer's main idea (the most important idea) about that topic.

A paragraph can give information, tell an opinion, explain something, or even tell a short story. The writer chooses the sentences logically, so the reader can easily understand what the writer wants to say.

A paragraph has **a topic sentence** and it tells the reader the main idea. The topic sentence is usually the first sentence of the paragraph. The last sentence of the paragraph is called a **concluding sentence** and it restates the main idea in the topic sentence. The other sentences in the paragraph are called **supporting sentences** and they give more information about the topic. They add specific details and explanations.

1 Read the paragraph and answer the question.
What is the paragraph mainly about?

- a) Why children have hobbies
- b) Why it is important to have a hobby
- c) Why people started hobbies in the past

¹There are several reasons why you should have a hobby. ²To begin with, hobbies make you more interesting. ³If you have a hobby, you have unusual experiences and stories and you can share them with others. ⁴You also know how to do something well, so you can teach it to others. ⁵Secondly, hobbies help you relax when you are stressed. ⁶They help you calm down and get pleasure from the activities that are not about your studies, work or chores. ⁷Finally, hobbies give you something to do when you have nothing to do. ⁸They give you an activity that you can look forward to and get excited about. ⁹These are the reasons why you should take up an activity as a hobby.



2 Read the paragraph again and answer the questions.

1. Which sentence tells the writer's most important idea?

1 3 5 7 8

2. What do sentences 2, 5 and 7 do? Choose a, b or c.

- a) They show different opinions.
- b) They express the same ideas.
- c) They give more information about the topic.



3 Discuss the question with a partner.

Do you agree with the writer? Why or why not?

4 A. Read the group of sentences from weak paragraphs and say what makes them weak. Choose one or more of these reasons.

- 1. There is no topic sentence.
- 2. The sentences are not all about the same topic.
- 3. Some sentences say the same thing.

A

My favourite activity is reading books. I like reading books. When I was a child, there were a lot of books in my room. One of them was a story book. I still keep that book. It is about Mozart, a famous musician. He was born in Salzburg, Austria. My uncle has been to Austria twice.

B

I started it 2 years ago. There is some land in front of our house and I can do gardening there easily. I have planted several types of flowers and a few vegetables in my garden. My cousin has a small garden, too. I like taking care of my garden in my free time.

C

Firstly, I learned to play the piano when I was 5 years old. My parents bought me a piano on my 7th birthday. I have had it since that time. Secondly, when I play the piano, I feel relaxed. I don't think about anything else because I only focus on the music.

B. Work in groups. Choose one of the paragraphs above. What can you do to make it better?

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 12 mistakes and correct them.



1. My cousin has maked a lot of bracelets and necklaces with beads.
2. We have shared some videos about our adventures in Shusha on a YouTube channel.
3. I would like to dive on the sea and discover marine life underwater.
4. I haven't took a roller-coaster ride yet because I am scared of heights and speed.
5. My parents am keen at following the news on TV. They never miss any news programmes on their favourite TV channel.
6. Call me when you go to surfing. I want to see how you surf.
7. I stepped on a banana peel and fell backwards. I didn't sustain an injury.
8. They are worried about their son. He hasn't come home already.
9. I've had a wonderful time and look forward on seeing you on Friday.
10. My friend loves playing the guitar. He has have this interest for many years.
11. If you want to take up surfing, you should first learn all the safe rules.
12. I am not going out tonight. I have changed my minds. I want to watch a film at home.
13. Please, buy some food for Toplan. He is hungry. I haven't feed him yet.
14. Do you have read the story book yet? It is very interesting.

UNIT 2

FOOD AROUND THE WORLD

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- Can you name these foods? Which country do they come from?
- Do you like trying food from other countries? Why or why not?



Vocabulary

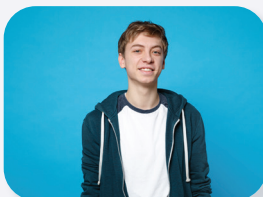
1 Read the forum answers. What do you think the forum question is?



I love traditional Chinese **cuisine**¹, which is one of the oldest in the world. I prefer really hot, spicy food. I love chilli peppers 🌶️ and anything **spicy**². Mild food tastes too boring to me.



My favourite food is definitely fried fish with lemons. I just love the aroma and the taste of fish and **juicy**³ lemon. I think the **flavours**⁴ mix really nicely together. Also, it doesn't take me long to prepare. It's really easy to make. All my friends like eating it when I have them over for dinner.



I really like trying new things all the time. I've tried hundreds of dishes from almost every country. I love pizza, salad and mushroom 🍄 soup, but my most favourite food is noodles 🍜. There is only one thing I have never tried and it's **raw**⁵ meat. I don't think it is a good idea to eat anything uncooked.



I prefer to eat only healthy food – vegetables like broccoli and cauliflower 🥦 because they contain vitamins and minerals. I never eat fast food. Fast food **contains**⁶ high levels of fat, salt and sugar. In fact, I never eat **fatty**⁷ food like fried chicken or chips.



I love eating wraps 🌯 with chicken, spices, lettuce 🥬, tomatoes, onions, and garlic 🧄 sauce. There is a cafe near my school and I often eat wraps there. I keep all these ingredients at home. When my friends visit me, I prepare wraps for them. I **spread**⁸ all the ingredients on flatbread and roll it. That's it! Easy and yummy.

- 2** Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1. cuisine (n.)

- a) a style of painting
- b) a style of cooking

2. spicy (adj.)

- a) If the food is spicy, it has chillies or hot spices.
- b) If the food is spicy, it is cold.

3. juicy (adj.)

- a) If the food is juicy, it has no juice in it.
- b) If the food is juicy, it has a lot of juice.

4. flavour (n.)

- a) how food or drink tastes
- b) how much food costs

5. raw (adj.)

- a) well-cooked
- b) not cooked

6. contain (v.)

- a) If something contains something else, it has that thing inside it.
- b) If something contains something else, it needs it.

7. fatty (adj.)

- a) If the food is fatty, it has no fat inside.
- b) If the food is fatty, it has a lot of fat.

8. spread (v.)

- a) put things all over a surface
- b) take things from a surface



TRACK 4

Listen and check your answers. Pay attention to the pronunciation.

- 3** Complete the sentences with the words from Task 2.

- 0. Indian food usually contains a lot of spices.
- 1. Plov is Shah of Azerbaijani ★★★★★.
- 2. In ancient times, people ate ★★★★★ meat before they discovered fire.
- 3. The soup was too ★★★★★ for me. It burned my mouth.
- 4. For breakfast, I often ★★★★★ butter and cheese on bread.
- 5. Robert is overweight. His doctor asked him not to eat ★★★★★ food.
- 6. I love cookies with the ★★★★★ of apricot and strawberry.
- 7. You need a ★★★★★ orange if you want to prepare a tasty fruit salad.

Reading

1 Look at the photos of different foods in Task 2 and discuss the questions with a partner.

- Do you know where they come from?
- Do people in your country like eating them? Why or why not?

2 You are going to read an article about four foods from different countries. For sentences 1–7, choose from A–D. You can choose each letter more than once.

1. In the past, its ingredients were not the same as they are now.
2. It is not a good idea to eat it too often.
3. It wasn't as expensive as it is now.
4. It represented one of the symbols of a country.
5. Its modern version is less than a century old.
6. It is named after a famous person in a country.
7. The first idea for it was saving a product for some period.

A. Italian Margherita Pizza

The Italians started preparing pizza in the 1700s. The queen of Italy, Queen Margherita, loved pizza. Once, she asked a pizza maker to make a special pizza for her. The pizza maker baked a pizza. It was the same colour as the Italian flag—red, white and green. There were tomatoes, cheese and basil on the top of the pizza.

Now the Italian Margherita is one of Italy's most famous pizzas. It has a special flavour that everyone loves. Of course, you can add other toppings if you like, but it won't be a real Margherita if you do.



B. Japanese Sushi Rolls

Japanese cuisine is world-famous and sushi is the most popular Japanese food. The Japanese invented sushi thousands of years ago in Japan to keep raw, cleaned fish for a long time. They put the fish between rice and salt and pressed it with a heavy stone for a few weeks.

The two main ingredients in sushi are rice and fish. In many forms of sushi, the fish is not raw.

Sushi which contains raw fish is called Sashimi. Japanese make sushi by spreading rice on a piece of novi. Novi is a kind of seaweed. Then they put fish, crab, or avocado in the centre, and roll the novi wrap into a cylinder or tube. After that, they cut the cylinder into slices.

If it is something you love, you'll enjoy making sushi at home and save money.



C. British Fish and Chips

Fish and Chips is one of the most well-known British meals around the world. It contains fried fish and crispy French fries.

Many food historians say that a Jewish cook, a young immigrant named Joseph Malin, opened the first fish-and-chip shop in 1860 in London. The shop was very successful for many years and it remained in business until the 1970s.

Fish and Chips used to be an everyday dish, but nowadays, it is a special treat because the price of fish has gone up. It is too fatty to eat this dish every day. It is healthy to eat it once in a while.



D. Mexican Tacos

Ancient Mexicans used freshly made, soft, flat corn tortillas and fillings like fish and cooked chicken organs to make the taco. It was a delicious meal and gave energy to the people who ate it. Those tacos didn't contain the cheese, lettuce, sour cream, and tomato that you can have in tacos today. In fact, the taco as we know it is less than 100 years old.

Tacos are like Mexican fast food, so there are a lot of taco stands in Mexico, and you can have tacos in all sorts of ways: with cheese, onions, meat and with different sauces, like green, hot, or red sauce.



3 Read the text again and complete the table.

	Time when people started making it	Main ingredients
Italian Margherita Pizza	a) ★★★★★	b) ★★★★★
Japanese Sushi Rolls	c) ★★★★★	d) ★★★★★
British Fish and Chips	e) ★★★★★	f) ★★★★★
Mexican Tacos (modern)	g) ★★★★★	h) ★★★★★

4 Discuss the questions with a partner.

- Which of the foods in the text have you eaten?
- Which of them do you like eating and why?
- Which of them don't you like eating and why?

Grammar A

1 Read the conversation between the friends and answer the question.

What does each of them order?

appetiser- a small amount of food or a drink that you have before a meal

shrimp- 🦐 a small sea creature that you can eat, which has ten legs and a soft shell

Nuray: Hey, this sounds strange! Have you **ever** eaten chicken in honey?

Rebecca: Yes, I have. I have eaten it many times before. Last time, I ate it in England.

Nuray: Did you like it?

Rebecca: Yes, I did. It was delicious! I recommend you try it.

Nuray: Ok, I'll order half a portion. Ilaha, have you decided on an appetiser yet?

Ilaha: I have **never** tried spicy shrimp toast. I'd like to have some. I hope I will like it.

Nuray: What about you, Rebecca?

Rebecca: My sister has **just** called me. She says she has been here **recently** and she recommends I have onion rings.

Nuray: Let's call the waiter and make an order.



2 Look at the boldfaced words in Task 1 and match them to the rules (a-d).

- a.** We use it to talk about life experiences in negative sentences.
- b.** We use it to show that something finished within the last week or even further back in time.
- c.** We use it to talk about life experiences in questions.
- d.** We use it to show that something finished a short time ago.



GRAMMAR TARGET

Present Perfect with **ever**, **never**, **just**, and **recently**

Study the rules and examples on Page 118 before you do the following tasks.

3) Complete the sentences with *ever*, *never*, *just*, and *recently*.

0. I have just eaten a big pizza. I don't want to eat anything else.
1. Rebecca has ★★★★★ tried Indian food. She says she doesn't like anything spicy.
2. They have ★★★★★ left the restaurant. Look! They are getting into a taxi.
3. I have visited a Japanese restaurant ★★★★★. I fell in love with Japanese cuisine.
4. What is the most delicious food you have ★★★★★ tried?
5. My uncle has ★★★★★ been to a fast food restaurant. He doesn't like fast food at all.
6. Have you ★★★★★ tried raw fish? My friend says it's delicious.

4) Listen to the conversation between Murad and Tim and complete the sentences.



TRACK 5

Tim 0) has just found an interesting test on the Internet.

Murad has eaten a taco 1) ★★★★★.

Tim 2) ★★★★★ tacos.

Murad has visited 3) ★★★★★ recently.

Murad has studied 4) ★★★★★ for two years.

Murad 5) ★★★★★ Asian languages.

Murad 6) ★★★★★ a message from his mother.



5) In pairs ask and answer the questions. Use *never*, *just*, and *recently* in your answers.

- Have you eaten anything unusual recently?
- Have you ever eaten something you didn't like?
- Have you ever drunk an unusual cocktail?
- Have you ever eaten sushi?
- Have you drunk a cup of tea yet?
- Have you tried Chinese cuisine before?

6) Role-play the situation. Use *ever*, *never*, *just*, and *recently*.



STUDENT A

You are a famous food blogger. You are in a restaurant with a food blog writer.. You have tried foods from different countries. Talk to him/her about your experiences.



STUDENT B

You are a new food blog writer. You are in a restaurant with a famous food blogger. Ask him/her about his/her experiences.



Grammar B

1 Discuss the questions with a partner.

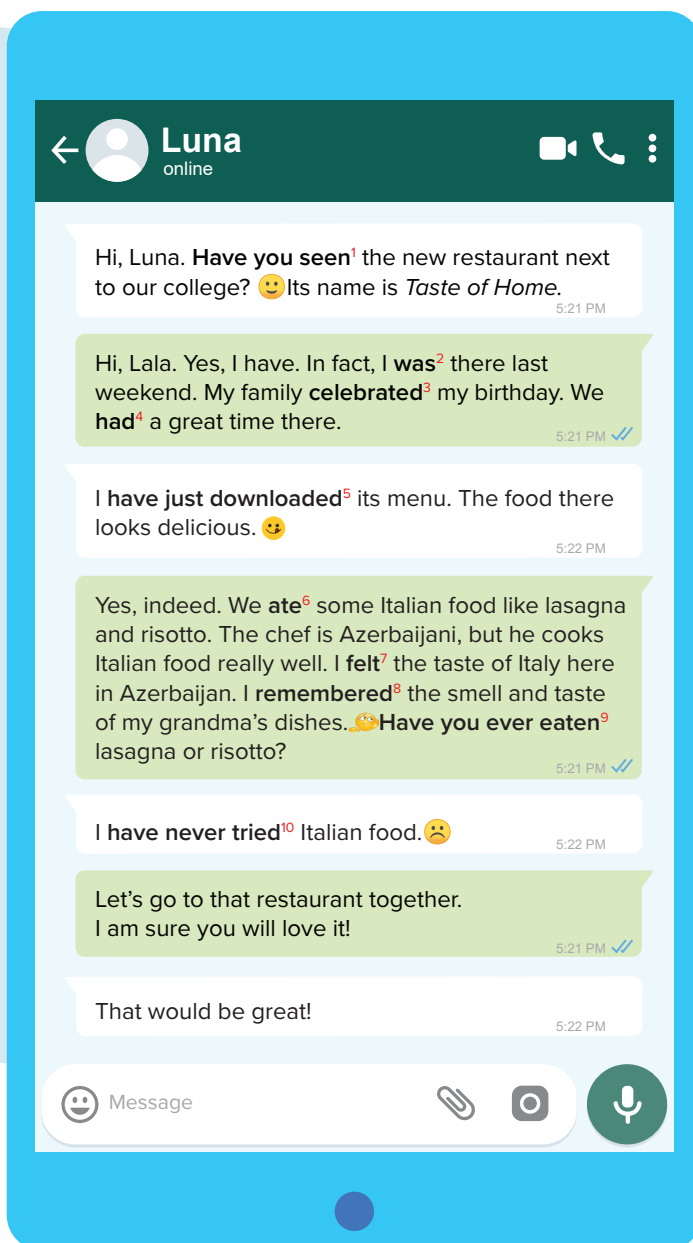
- Do you like eating at home or in a restaurant? Why?
- Do you like celebrating parties at home or in a restaurant? Why?

2 Read the part of the text messages of two friends and answer the question. Choose a, b or c.



What are they discussing?

- a) Italian food
- b) A restaurant
- c) A birthday party



3 Look at the boldfaced parts of the sentences in Task 2. Which of them refers to

- a) personal experiences or recently completed actions?
- b) an action or event that happened in the past?

**GRAMMAR TARGET****Present Perfect vs Past Simple**

Study the rules and examples on Page 118 before you do the following tasks.

4) Can you use Past Simple or Present Perfect with these time expressions?

0. last week Past Simple

- | | | |
|----------------------|--------------------|----------------------|
| 1. already | 6. for four years | 11. never |
| 2. in 2020 | 7. at five o'clock | 12. five minutes ago |
| 3. yet | 8. just | 13. ever |
| 4. since I was eight | 9. recently | 14. yesterday |
| 5. since last summer | 10. on Wednesday | 15. when I was five |

5) Complete the sentences with the correct forms of the verbs in brackets. Use Past Simple or Present Perfect.

0. Last weekend, we ordered (order) sushi for dinner.
1. My friend Akif ★★★★★ (never/drink) milkshake.
2. When I was a child, I ★★★★★ (eat) a lot of vegetables.
3. He ★★★★★ (never/work) in a restaurant.
4. After Rebecca ★★★★★ (have) breakfast, she ★★★★★ (go) to school.
5. He ★★★★★ (not/eat) anything since morning.
6. ★★★★★ (you/ever/eat) Korean food?

6) Complete the text with the Past Simple or Present Perfect forms of the verbs in brackets.

Kamil is a 26-year-old chef. He 1) ★★★★★ (be) a chef for 12 years. He 2) ★★★★★ (be) born in a small village in Guba. In 2010, his father 3) ★★★★★ (open) a restaurant. Kamil 4) ★★★★★ (start) working at his father's restaurant when he was 14 years old. At first, it 5) ★★★★★ (not/ be) very easy. He 6) ★★★★★ (can/ not cook) well. Then he 7) ★★★★★ (start) watching food bloggers on YouTube. He 8) ★★★★★ (already/learn) how to cook Italian, Japanese and Mexican dishes. Recently, he 9) ★★★★★ (create) his own food blog. He 10) ★★★★★ (already/ make) more than 20 videos for the blog. He wants to become a very famous chef one day.

**7) Work in pairs. Imagine that you are exchanging messages with your partner. Ask and answer questions about past events and personal experiences about eating out in a restaurant. Use Past Simple and Present Perfect.**

Listening

1 Walk and talk to your classmates. Find someone ...

who doesn't like chocolate ice cream.

whose favourite ice cream flavour is vanilla.

who has eaten ice cream this week.

who eats ice cream in winter.



who never eats popcorn.

who ate French fries yesterday.

who has never eaten French fries.

who likes dark chocolate.

2 Use your best guess. Are the statements True or False?

1. People first started eating chocolate about 2,000 years ago.
2. Popcorn is 500 years old.
3. The first ice cream contained ice, fruit and honey.
4. The French first prepared French fries.



seed-a small, round or oval object produced by a plant and a new plant can grow from it

bitter-having a strong taste, not salty or sweet

dessert-sweet food eaten at the end of a meal

3 Listen to a talk about the history of the four most favourite foods and check if your guesses are right or wrong.



TRACK 6

4 Listen to the talk again and answer the questions.



1. How did the first chocolate drink taste?
2. Who brought chocolate to Europe?
3. What did Daniel Peter add to chocolate candy?



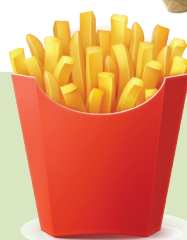
4. What did people in Central America use corn for?
5. How old was the popcorn that archeologists found in a cave?
6. What did Native Americans make from popcorn?



7. When did people first make modern ice cream?
8. Why was it hard to make ice cream?
9. What did Nancy Johnson invent in 1843?



10. When did people first fry potatoes?
11. Why didn't the customer like George's French fries?
12. When did George open a new restaurant?



5 Do research on the history of your favourite food and prepare a presentation.
Focus on

- the time when people first made it;
- what ingredients it had;
- how it has changed.



USE OF ENGLISH

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. I have never eaten sushi because I don't like eating **juicy** fish.
2. The food blogger became very **crispy** after he made a video about all 50 types of plov in Azerbaijan.
3. I spread some butter on a piece of **popular** bread.
4. The apples from Guba were fresh and **spicy**.
5. The meal was too **raw** for me, so I drank a lot of water after it.

2 Choose an odd one in each line.

1. spicy, juicy, flavour, crispy, fatty
2. mushroom, sauce, cauliflower, broccoli, lettuce
3. ever, just, already, ago, yet
4. pizza, sushi, spice, plov, taco

3 Complete the sentences with the prepositions below. You can use some of them more than once.

for

in

on

1. In my childhood, I used to spread butter and honey ★★★ flatbread.
2. When I prepare pizza ★★★ myself, I add whatever I want.
3. It is healthy to eat fish and fries once ★★★ a while.
4. Dushbara is traditional food of Azerbaijan, but many countries have similar meals ★★★ their cuisines.
5. There are tomatoes, cheese and mushrooms ★★★ the top of the pizza.

4 Complete the sentences with **ever**, **never**, **just**, **for**, **since**, **already**, **yet** or **recently**. Sometimes there is more than one possible answer.

1. Nigar has ★★★ finished her homework and she is ready to go.
2. They have ★★★ left the cafe. They were here a minute ago.
3. Julia has ★★★ been to Azerbaijan, but she wants to visit it one day.
4. They haven't arrived ★★★. We are waiting for them.
5. Malik has been a waiter ★★★ 6 years.
6. I have had an interest in learning about healthy food ★★★ I started following his website.
7. Have you ★★★ travelled to the USA?
8. My friend has visited four countries ★★★.

5 Read the text below and decide which answer (a, b or c) best fits each gap.

I 1) ★★★★★ in the food business for over 25 years. I have owned restaurants in different countries 2) ★★★★★ I was 30 years old. When I 3) ★★★★★ in Seoul, South Korea for a few months, I got to know Korean 4) ★★★★★ well. I learned about one of the local dishes– living octopus! First, I didn't want to try this dish, but in my last weeks in the country, I felt like it was part of the real cultural 5) ★★★★★ and I should try it.



I visited a big fish market with a friend. There was a basin full of small octopuses swimming 6) ★★★★★ the water. A Korean lady sold us one small octopus for a few Euros, and we 7) ★★★★★ the animal in a small plastic bag full of water.

From there, we went to a small cafe. A waitress took the bag and prepared our food – she put everything on a plate, added some 8) ★★★★★ and our dinner was ready! It was crazy to 9) ★★★★★ the octopus on the plate moving around. I had a hard time picking up a piece with my chopsticks because it 10) ★★★★★ around.

1.	a. was	b. am	c. have been
2.	a. for	b. since	c. already
3.	a. lived	b. have lived	c. live
4.	a. table	b. marine life	c. cuisine
5.	a. spice	b. flavour	c. experience
6.	a. on	b. in	c. with
7.	a. bought	b. have bought	c. were buying
8.	a. symbols	b. stands	c. spices
9.	a. look	b. watch	c. understand
10.	a. was moving	b. has moved	c. move

TIME TO WATCH

- 1 You are going to watch a food vlogger's video. Before that, read the text about the vlogger and answer the questions.

Mark Wiens

Mark Wiens is a YouTuber who shares two videos a week about travelling and food. He interviews people from different parts of the world about their culture and traditional recipes. With nearly nine million subscribers and over 1.7 billion views across his videos, Mark Wiens is the most popular food travel vlogger.

Apart from food and travelling, his other hobbies are hiking, backpacking and enjoying nature.

Mark Wiens has travelled to a lot of destinations, including Türkiye, Italy, Spain and Portugal. He visited Azerbaijan in 2022.



1. How often do Mark's subscribers see his videos on YouTube?
2. What are his videos mainly about?
3. How many people follow him on the Internet?
4. What does Mark enjoy doing in addition to food and travelling?

- 2 Read the sentences. The words in **bold** are used in the video. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 Azerbaijani people always show tourists warm **hospitality**.

2 The strawberries were **sour**, so I put sugar on them.

3 She offered the guests coffee and **homemade** cookies.

4 The **traditional** Azerbaijani breakfast consists of butter, different types of white cheese and cream.

5 The cake was a complete **disaster**. No one could eat it.

6 I put too much salt in the sauce and **ruined** it.

a following the customs that have continued by a group of people or in society for a long time

b made at home and not bought from a shop

c having a taste like that of a lemon

d to spoil or destroy something completely

e something that is very unsuccessful or extremely bad

f friendly and generous behaviour towards guests

- 3) Watch the first part of the video and complete the table with the adjectives that the vlogger uses to describe the food or drink he tries.

1) tea



- a) ★★★★★
b) ★★★★★

2) walnut in its shell



- a) ★★★★★
b) ★★★★★



3) sour cherries



- a) ★★★★★
b) ★★★★★

4) dumplings



- a) ★★★★★
b) ★★★★★

- 4) Watch the second part of the video and complete the sentences.

1. The blogger is in Sheki to learn about its ★★★★★ and ★★★★★.
2. He finds it surprising that the builders used no ★★★★★ and ★★★★★ when they constructed Sheki Khan Palace.
3. He finds the process of making Sheki pakhlava ★★★★★.
4. He says that this Sheki pakhlava looks like a ★★★★★.

- 5) Role-play the situation.



STUDENT A

Imagine that you are an international food vlogger visiting Azerbaijan. Talk to a local travel agent and plan your 3-day stay.



STUDENT B

You are a local travel agent. Talk to the international food vlogger and help him/her plan his 3-day stay in Azerbaijan. Suggest where to go and what to eat.



Writing Tips!

What is a Topic Sentence?

- It usually comes at the beginning of a paragraph.
- It tells the topic of the paragraph.
- It gives an idea about what the paragraph will be about.



Don't

- Don't say something too obvious in the topic sentence.

Bad: *Cabbage is a vegetable.*

Good: *Cabbage is good for your health.*

- Don't give too many details in the topic sentence.

Bad: *Kamran is a good cook and he can prepare both national and international foods very well.*

Good: *Kamran is the best cook in the region.*

- Don't start the topic sentence with "This paragraph is about..." or "I will write about..."

Bad: *This paragraph is about my English teacher.*

Good: *My Geography teacher is a genius.*

The Elements of a Topic Sentence

The two elements of a topic sentence are:

- the main subject
- a controlling idea

Pizza is the best food in the world.



main subject controlling idea

From this topic sentence, we know that the paragraph is going to explain why pizza is the best food in the world.

1) A. Read the topic sentences and decide if they are good or bad.

1. It is important to eat well in the morning.
2. My best friend and I enjoy eating vegetable salad.
3. Guba is the best place to live in Azerbaijan.
4. I will never forget my winter holiday in Norway.
5. Sushi is the most unusual food in this restaurant.
6. People do not like raw meat.
7. Yesterday I had a terrible day.

B. Find the main subject and controlling idea in the good topic sentences in Task 1 A.

2) Read the body sentences. Then write topic sentences. Use the words in brackets.

1 Topic sentence: (reasons) ★★★

- I have loved cooking since my childhood.
- I can create my own recipes.
- All my friends love my dishes a lot.

2 Topic sentence: (ways) ★★★

- You can search the best recipe on the Internet.
- You can add some spices to make a delicious dish.
- You can use only fresh vegetables.

3 Topic sentence: (reasons) ★★★

- My house is very clean.
- It is not far away from my school.
- It is in the safest part of the city.

4 Topic sentence: (reasons) ★★★

- Dogs are great listeners.
- They bark if there is danger.
- They help you get daily exercise.

3) A. In pairs, choose 5 of the topics below and write topic sentences.

Your favourite food

Fast food

Food vlogger

Healthy food

Late dinner

The best place to eat

Unusual food

Breakfast

Homemade food

B. Exchange your topic sentences with another pair. Underline the main subject and controlling idea in each topic sentence.

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 12 mistakes and correct them.



1. I have had a pet since five years. I got Topsy as a present on my 10th birthday 5 years ago.

2. They have ever eaten out. They prefer only homemade food.

3. Fast food contains high levels of fatty, salt and sugar. So, it is not good for our health.

4. My brother has tried hundreds of dishes from other countries. Last weekend, he has made a Mexican taco for me. It has been delicious.

5. He put a lot of pepper into the soup. It became really bitter. I couldn't eat it.

6. Kate and Bob are the most travelled people I know. Kate has been a food blogger for 5 years. Bob has been a travel writer since he has finished school. They often travel for work.

7. I have met a lot of famous people. For example, last year I have spoken to the famous football player Neymar in an elevator in a hotel.

8. Brett has ever ridden a bike. His dream is to buy a new bike one day.

9. Mary has bought some books recently, but she hasn't read any of them already.

10. Lily has yet come. She is going to prepare lunch for all of us.

11. How many letters have you written since the beginning of the month?

12. When I got home last night, I have been very tired and I went straight to bed.

13. I have just had lunch, but I haven't had lunch yesterday.

14. In her whole lifetime, Mary has never seen snow.

UNIT 3

NATURE

FOCUS ON THE TOPIC

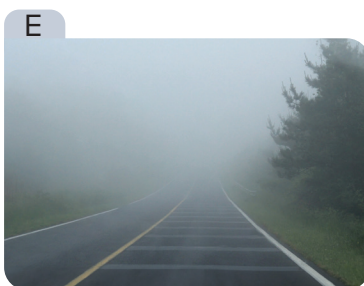
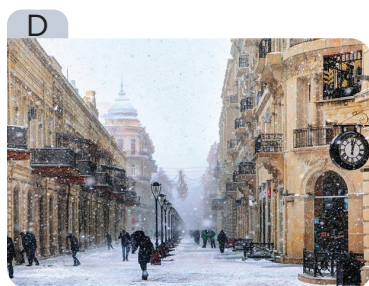
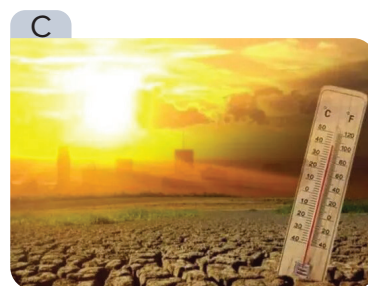
Work in small groups. Look at the pictures and discuss the questions.

- Which seasons do the photos describe?
- What do you think these people enjoy about each weather condition?
- What kind of weather do you like most? Why?



Vocabulary

1 Read the comments and match the pictures to them. There are 2 extra pictures.



1

Yesterday's heavy **fog**¹ made me feel scared. It looked like a horror movie. **Gales**², which were blowing at very high speed, and lightning⚡ made it even more scary. We couldn't see anything. It looked like huge clouds joined the sky and the ground. Luckily, the fog cleared by 9 p.m. But the gales will stay with us till tomorrow.

2

It is the most **extreme weather**³ condition that I have faced so far. The heavy rainfall in the regions have caused **floods**⁴. People cannot continue their normal life. The freezing❄ temperature makes it even more challenging for people. Unfortunately, it won't be any good tomorrow. The temperature will drop and rain will stay with us till the end of the week.

3

I am from Russia. In winter, it is very cold there. Three years ago, I moved to Azerbaijan. Here, winters are **mild**⁵. This year it is milder than normal and the temperature will continue to be higher than normal through January. The only thing I don't like here is wind. It is almost windy everyday. Luckily, it is a **breeze**⁶ in most cases. I don't like strong winds.

4

It was sunny and hot. We were very happy when the **shower**⁷ started as the air was very dry. Soon after the shower stopped, a **thunderstorm**⁸ started. We could see lightning everywhere in the sky. Suddenly, it started hailing.⚡🌨 Everyone tried to find a place to hide themselves. It all continued for about 15 minutes. Then the sky cleared and the sun started to shine again. It was like a fun break.

- 2** Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word/phrase.

1. fog (n.) a) a thick cloud in the sky that makes it difficult to see the stars b) a thick cloud closer to the ground that is difficult to see through	2. gale (n.) a) a very strong wind b) a light and pleasant wind	3. extreme weather a) different from normal seasonal weather conditions b) good and pleasant weather conditions	4. flood (n.) a) a large amount of snow that covers an area that was dry before b) a large amount of water that covers an area that was dry before
5. mild (adj.) a) cold, especially colder than usual for the time of year b) warm and pleasant, especially warmer than usual for the time of year	6. breeze (n.) a) a very strong wind b) a light and pleasant wind	7. shower (n.) a) a short period of rain or snow b) heavy rainfall or snowfall for a long period	8. thunderstorm (n.) a) a storm with strong winds and rain b) a storm with thunder and lightning and usually heavy rain



TRACK 7

Listen and check your answers. Pay attention to the pronunciation.

damage- to spoil or harm something

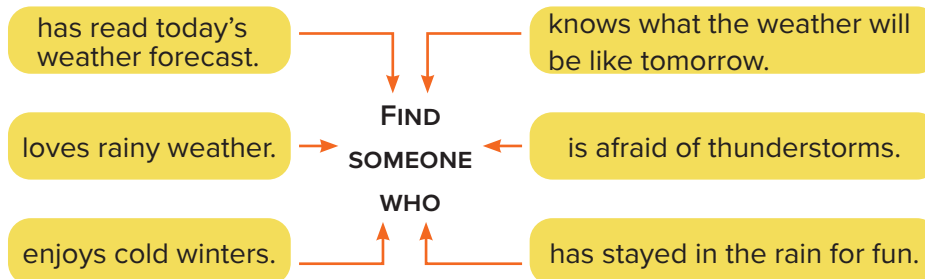
- 3** Complete the sentences with the words/phrases from Task 2. You may need to change word forms.

- Today there will be no flights because of extreme weather conditions.
- Seasonal temperatures are above normal. It has been a very ★★★ autumn.
- Light sea ★★★, which blows from the sea, makes hot summer days cooler on the beaches.
- When I was a child, I couldn't sleep through ★★★. I used to close my ears with the pillow not to hear those scary sounds.
- The ★★★ spoiled our picnic fun. It lasted just 5 minutes, but we couldn't hide our food from the rain.
- Heavy rains in Ismayilli have caused ★★★. A large amount of water damaged a lot of houses and cars.
- Thick ★★★ made driving dangerous. Luckily, it cleared by the afternoon.
- Baku is called the "City of Winds". ★★★, which blow at higher speeds, are very common here.

Reading

1 Walk around and talk to your classmates.

weather forecast



2 Read the headlines of the news stories about weather conditions and discuss the question with a partner.

- What do you think each story is about?

a) The coldest season of the last 10 years

b) Strong winds have changed the plans

c) A cold start for the day

d) Plants and trees will enjoy the rain

e) Most parts of the country are covered with water

f) Heavy rain over very short periods caused damages

widespread - happening in many places

cancel - to decide that an organised event will not happen

3 Read the news stories and match them to the headlines in Task 2. There are 2 extra headlines.

1 Extreme weather conditions will continue in Northern England. People will wake up to the frost ❄️ on the ground. There will be heavy fog in some areas, making it difficult to see while driving. This will clear by afternoon, but temperatures will stay low at around - 5°C. It's the coldest March temperature in the last ten years.

2 There will be extreme weather conditions, including thunderstorms, heavy rain, strong winds and dust storms 🌪️ in southern and central Saudi Arabia and most of Yemen through at least August. Heavy rainfall over Yemen since the middle of July has already caused widespread flooding across the country.

3 There will be mild temperatures for this time of the year in the capital city Wellington, between 10 and 14°C. It will be dry and cool for most of the day. There will be gales across much of the country at the weekend, with winds blowing up to 25 m/s in some areas. The speed of the wind will be 30-35 m/s in the open sea. Some cruise ships  have already cancelled their tours for Saturday.

4 In the south of Azerbaijan, it will be lovely and sunny for most of the day followed by some showers. Good news for our gardens  after last week's dry weather! It will be windy throughout the week. Warm breeze will stay till the end of the week. However, on Sunday, the wind will get stronger for a short period of time.

4 Read the text again. Are the sentences True, False or Not Given?

1. The temperature used to be lower than -5°C in March in the past 10 years.
2. Heavy fog has caused a lot of road accidents in Northern England.
3. Southern and central Saudi Arabia are experiencing the worst August in its history.
4. In southern and central Saudi Arabia, extreme weather conditions won't last till late August.
5. In Wellington, seasonal temperature is above normal.
6. There will be no rain during the day in Wellington.
7. In the south of Azerbaijan, there will be a short period of rain during the day.
8. Warm but strong winds will blow till the end of the week in the south of Azerbaijan.

5 Discuss the questions with a partner.

- How often do you check the weather forecast?
- Do you watch the weather forecast on TV or online?
- Do you think the weather forecast is reliable or not?
- Have you ever experienced extreme weather?
- What types of extreme weather are the most common in your country?

6 Write a news story about an extreme weather condition.

The Weather Forecast



Grammar A

1 Match the pictures to the words and then discuss the question.

volcano

landslide

earthquake

forest fire

avalanche

drought



Which of these natural disasters is common in your country?

2 Read the messages and complete the gaps.

Natural Disaster Message Board

- What was the most recent natural disaster in your country?
- How did it affect the people and the environment?

1. Samet, from Hatay, Türkiye

The earthquake hit 10 cities in Türkiye on February 6. It was one of the most catastrophic disasters of the century. In some cities, the earthquake damaged **all** buildings, however, in some areas it did **no** harm to buildings at all. More than 48,000 people died in the earthquake.

2. Chepla, from Nyingchi, Tibet

The avalanche struck a road in Nyingchi on January 17. A lot of people died under tons of snow. My family members were also on that road. They survived the disaster with **a few** injuries. **None** of them was serious. I am very sorry for the families who lost their beloved ones. Around 30 people died in the avalanche.

3. Aulia, from Serasan island, Indonesia

Heavy rain caused landslides on March 6 on remote Serasan island. Because of the location and continuing rain, people could get only **little** help at the beginning. Later, rescue teams arrived on the island and helped them. Unfortunately, the disaster killed around 40 people.

Names	Disaster	Location	Death
Samet	1)★★★★	Türkiye, 10 cities	2)★★★★
Chepla	avalanche	3)★★★★	4)★★★★
Aulia	5)★★★★	6)★★★★	40

3 Look at the boldfaced words in Task 2 and choose the right option.

1. We use plural nouns after **a few / little**.
2. We can use 'of ' after **no / none**.
3. We can use plural nouns after **all / little**.



GRAMMAR TARGET

Quantifiers

Study the rules and examples on Page 119 before you do the following tasks.

4 Choose the correct option.

0. I have **a few** / **a little** injuries, but I am OK. Don't worry about me.
1. **All of** / **All** water in the city is dirty now.
2. Luckily, **none** / **no** rare plants got affected by the forest fires.
3. None of the information **was** / **were** useful.
4. **None** / **No** of the 12 skiers have serious injuries after the avalanche.
5. All neighbouring **country** / **countries** offered their help after the earthquake.
6. I have **few** / **a few** clothes with me. I don't need any for now.
7. It is a pity, but the hospitals have **no** / **none** medicine left.

5 Complete the sentences with the given words. Sometimes there is more than one possible answer.

a few few a little little all none no

0. **All** rescue teams arrived in the area by helicopter. There was no other option.
1. We still have ★★★★★ bottles of water. Give them to others.
2. We have ★★★★★ baby food left. Can you please send us some?
3. ★★★★★ of the rescuers could enter the building. But there are still 10 people inside.
4. ★★★★★ Turkish people joined their hands to help the survivors of the earthquake.
5. The southern part of the country got ★★★★★ rain at all. So, there is a risk of drought in the area.
6. Jeyla has sold her toys to help the survivors of the earthquake. At the beginning, she had ★★★★★ money, just 2 dollars, but now she has 70 dollars.
7. ★★★★★ doctors agreed to work under those difficult conditions. 7 out of 120. It is not enough.

6 Write a message for the Natural Disaster Message Board.
Use **a few, few, a little, little, all, none** and **no**.

- What was the most recent natural disaster in your country?
- How did it affect the people and the environment?

Grammar B

1 Discuss the questions with a partner.

- Would you like to live in a big city or in a village?
- What are the advantages and disadvantages of living in a city?
- What are the advantages and disadvantages of living in a village?

2 Read the survey notes and answer the questions.

Kanan: I love the busy life in the city. I think I can never live in a village. It is very quiet in villages. Such places make me feel bored. When I meet my friends, I always suggest playing fun and active games.



Ayan: It is my dream to have a small house near a lake in a small village. I don't like living in the big city. It is very noisy here. Even at nights, you hear traffic noise.



Nijat: Life in a village isn't for me. There are no cinemas or bowling centres. I like going bowling with my friends and watching films at cinemas. If you live in the village, you cannot do these activities and you will have a quiet life. A quiet life means a boring life for me.



Emilya: I love it when I stay at my grandfather's in the village. Life in the village is more interesting than life in the city. Neighbours are more friendly, the air is cleaner, and the food is more delicious there. Also, there is not much noise.



Farida: It doesn't matter where I live. I am fond of reading books and watching films. I can live in a small village or in a big city if I have my books with me.



1. Which 2 people like living in the city?
2. Which 2 people prefer an active life to a quiet life?
3. Which 2 people dislike the noise in the city?
4. Which 2 people like life in villages?
5. To whom does living in a city or in a village not matter?

3 Read the report about the survey notes in Task 2 and choose the correct option.

Report:

- Neither Nijat nor Kanan loves life in a village.
- Neither of the boys prefers a quiet life.
- Both like spending time with their friends.
- Farida can live either in a village or a city if she has her books with her.
- Farida loves both reading books and watching movies.
- Both Ayan and Emilyya love life in a village.
- Neither girl likes noise in the city.

1. We use both with **or / and**.
2. We use neither with **or / nor**.
3. We use either with **or / and**.
4. We use a **singular/ plural noun** after neither.
5. We use a **singular/ plural noun** after neither of.
6. We use a **plural / singular** verb after both.



GRAMMAR TARGET

Both, either, neither

Study the rules and examples on Page 120 before you do the following tasks.

4 Complete the sentences with **both**, **either** or **neither**.

0. Either my sister or my cousin will water the trees. They both have free time.
1. Life in the village is ★★★★★ quiet and peaceful.
2. The city where I live is ★★★★★ crowded nor polluted.
3. ★★★★★ Gular and Halima love living in big cities.
4. When I am in the village, I never use public transport. I ★★★★★ walk or ride my bike.
5. ★★★★★ of my friends loves feeding farm animals. But I really enjoy it.

5 Combine the ideas. Use **either ... or**, **neither ... nor** and **both ... and**.

0. Maybe I'll continue living in the village. Maybe I'll move to the city. (I will choose one)
I'll live either in the village or move to the city.
1. I don't like tall buildings. I don't like big malls.
2. Maybe I'll walk near the lake. I can also go hiking. (I will choose one)
3. Jamal has never planted a tree. Fidan has never done that as well.
4. My aunt and my uncle live in small houses on the mountain.
5. Life in the cities is stressful. At the same time, it is busy.

6 Listen to the speakers and complete the gaps.



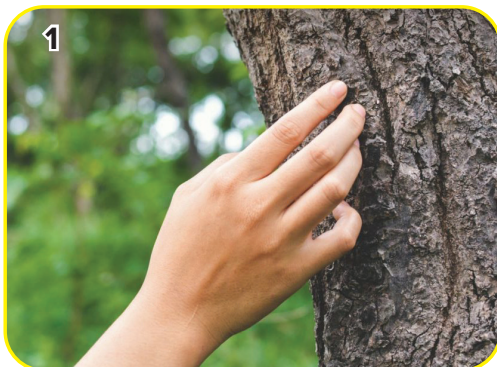
Speakers	Likes	Dislikes
Aiden	spending time 1) ★★★★★	2) ★★★★★ places
Ulkar	having fun with her 3) ★★★★★	going out in 4) ★★★★★
Kamran	being 5) ★★★★★ or in crowded places	6) ★★★★★
Ayan	having a close 7) ★★★★★	walking in 8) ★★★★★ places

7 Follow the instructions.

- A. Listen to the speakers again and take as many notes as you can.
- B. Use the information in Task 6 and your notes to write a report. Use **either**, **neither** and **both** in your report.
- C. Compare your report with a partner to find similarities and differences.

Listening

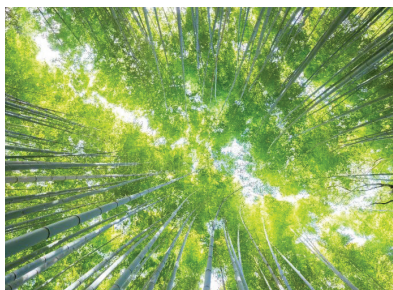
1 Describe the pictures.



2 Discuss the questions with a partner.

- Which of the five senses (hearing, touch, smell, taste and sight) do people use in the photos above?
- What is something in nature that you like to touch or smell? What does it feel like?
- What is the most beautiful thing in nature? Why?
- How do you feel in nature?

- 3** Use your best guess to choose the right option. Then listen and check your answer.



Forest bathing is



TRACK 9 A

- a. having a bath in the forest.
- b. connecting with nature using your senses.
- c. having a picnic in the forest.

- 4** Listen to the talk and complete the sentences.



TRACK 9 B

People have always found pleasure in 1) ★★★ because of their quiet atmosphere and beauty. Nature is powerful. 2) ★★★ in nature are relaxing. You should use all your senses while you are doing shinrin-yoku. Shinrin-yoku is like a 3) ★★★ between us and nature. Shinrin-yoku helps develop students' 4) ★★★ and be more 5) ★★★ Any places with 6) ★★★ are suitable for forest bathing.

- 5** Read the statements and answer the questions.

Do you agree with these statements? Why or why not?

- 1. If you are stressed, you can have forest bathing.
- 2. Forest bathing is similar to walking in the green area.
- 3. When you use your senses, you have a better chance to connect with nature.
- 4. Forest bathing is only good for school children.
- 5. You can't have forest bathing in big cities.
- 6. You need to take photos while you are doing shinrin-yoku.

- 6** Follow the instructions.

A. Name 3 things we can ...

- see in the forest
- hear in the forest
- touch in the forest
- smell in the forest
- taste in the forest

B. Write 5–6 sentences about how we can feel the power of nature through our senses.

- 7** Discuss the questions with a partner.

- Would you like to practise forest bathing? Why or why not?
- How can it be helpful to people?

USE OF ENGLISH

1 Each of the boldfaced words/phrases is in the wrong sentence. Put the words/phrases in the sentences they belong to.

1. When there is no rain for a long time, it causes **avalanche**.
2. According to the **drought**, there will be heavy rains.
3. **Weather forecast** has caused floods in the south of the country.
4. Because of the thick **extreme weather**, it was impossible to see the cars on the road.
5. Luckily, hikers survived the **fog** as only little snow fell on them.

2 Rewrite the sentences using the words in brackets.

1. Narmin and Kamal enjoy gardening. (**both**)
2. They don't have any fruit trees in their garden. (**no**)
3. Every day she walks for an hour in the rain or snow. Nothing can stop her. (**neither**)
4. This year was awful for gardeners. They didn't get much rain. (**little**)
5. Once a month, I do shinrin-yoku. Maybe with my friends or alone. (**either**)

3 Look at the pairs of sentences and decide which one is correct.

1.
 - a. Neither of my friend has seen snow.
 - b. Neither of my friends has seen snow.
2.
 - a. I have a few flower pots at home.
 - b. I have a little flower pots at home.
3.
 - a. Some plants can even grow in rooms with no sunlight at all.
 - b. Some plants can even grow in rooms with few sunlight.
4.
 - a. Either natural disasters cause some trauma.
 - b. All natural disasters cause some trauma.

4 Complete the sentences with the prepositions below.

above through in below with at

1. Seasonal temperatures are ★★★ normal these days. We don't normally have sunny weather in autumn.
2. There will be gales with wind which blow ★★★ a very high speed. It is better not to leave your homes.
3. People who live in the villages have a stronger connection ★★★ nature.
4. I cannot sleep ★★★ the frightening sound of thunderstorms.
5. I like rainy weather very much, so I prefer forest bathing ★★★ the rain.
6. It is freezing cold today. I think the temperature is ★★★ normal.

5

Read the text below and decide which answer (a, b or c) best fits each gap.

If you ask elderly people to think about their childhood memories, they will probably talk about happy memories, 1) ★★★ playing with ants and butterflies, catching baby frogs, watching bird nests or climbing trees. Unfortunately, today, children grow up with 2) ★★★ connection with nature. As a result, they spend most of their time doing 3) ★★★ activities such as watching TV and playing computer games.



Gardening is among the most interesting activities in life, and it is one of the easiest ways to connect children to nature. If you're worried about the time or space, know that a big yard is not necessary. 4) ★★★ fruit and vegetables can grow in containers or on your balcony. Plants need sunlight and water, but they also have individual needs. Young gardeners 🧑🌱 will learn what is best for 5) ★★★ plants over time.

Children who grow their own food are more likely to enjoy eating 6) ★★★. Tasting the fruit of their own efforts often 7) ★★★ them to eat more fruit and vegetables that they grow themselves. So, in the future, they will have better food 8) ★★★. If gardening becomes a boring 9) ★★★, no one wants to do it. It is important to keep it fun and interesting. For example, you can grow the 10) ★★★ that you need to make pizza or salad.

1.	a. such as	b. example	c. also
2.	a. much	b. a few	c. little
3.	a. fun	b. outdoor	c. indoor
4.	a. both	b. either	c. neither
5.	a. a little	b. both	c. different
6.	a. fatty food	b. healthily	c. fast food
7.	a. inspires	b. orders	c. shares
8.	a. lists	b. choices	c. cuisine
9.	a. flavour	b. chore	c. nature
10.	a. ingredients	b. elements	c. juice

TIME TO WATCH

endless - never finishing

- 1 You are going to watch a video about nature schools. Before that, read the text about nature schools and decide if the statements are True or False.

Outdoor schooling has become famous since the 1950s. A Danish woman - Ella Flatau began to take her children for walks in the woods. It became the first forest kindergarten when neighbours and close friends took interest and sent their children to come along. In this way, Ella Flatau's Walking Kindergarten became the first forest school. That's why most people call such schools Scandinavian-style forest schools.

Since that time, a lot of countries have started such schools. They have given different names to their schools, and the programs they use are also different from each other. But all these schools have one thing in common: they all believe that students learn better in nature because nature has endless limits. Such schools are mostly for young learners, but there are models for teens as well.

The 2005 bestselling book, "Last Child in the Woods" by Richard Louv, helped the idea become even more popular, especially in the U.S. Between 2016 and 2017, the U.S. saw a 66 percent increase in the number of outdoor preschools and kindergartens. There are now 240 nature preschools in the United States.



1. First forest school started as a preschool.
2. Ella didn't plan to start a school at the beginning.
3. Different countries used Ella's school model exactly in the same way.
4. All forest schools are for kids only.
5. Richard Louv's book brought fame to forest schools.
6. There are 240 forest schools all over the world.

- 2 Read the sentences. The words in bold are used in the video. First, guess the meaning of the words. Then match the words to their definitions.

1 They answered all my questions and I became very **satisfied**.

2 Nature can make learning **accessible** for everyone.

3 Their music successfully **blends** jazz and pop together.

a the ability to be happy, healthy or strong especially after something bad or difficult has happened

b tiring and needing a lot of effort

c to cry continuously or complain all the time

4 The journey was long and **arduous**.

5 After the lesson, I asked the students to give **feedback**.

6 She is never pleased and always **grizzles** about everything.

7 Turkish people showed great **resilience** after the catastrophic earthquake.

d happy and pleased

e reactions to a process or activity or comments

f easy to understand or enjoy

g to combine or mix different styles or things

3 Watch the first part of the video and complete the sentences.

In nature schools, children

- are 1) ★★★★★ about their learning.
- are leading their learning.
- are scientists and 2 ★★★★★ things.
- are challenging their 3) ★★★★★ and emotions.

Nature schools

- give children 4) ★★★★★ to learn.
- help children return home 5) ★★★★★ and satisfied.
- make learning more 6) ★★★★★ for everyone.
- are not 7) ★★★★★ or arduous.



4 Watch the second part of the video and answer the questions.

1. What new things has the girl (student) learned from her outdoor lessons?
2. According to Kaye Brunton, how are nature schools helpful?
3. What kind of feedback does Kaye Brunton get?
4. According to Sophie Flamagan, what are the benefits of nature schools?
5. According to Sophie Flamagan, how different are children's moods when they come back from outside classes?



5 Discuss the questions with a partner.

- Would you like to have lessons in nature? Why or why not?
- What can a teenager learn in a nature school?

6 Follow the instructions.

- A. Imagine you are starting your nature school.
- B. Choose a school subject and think about the latest topics that you have had.
- C. Imagine you are having a lesson outside and decide how a lesson in nature can help you understand this topic better.
- D. Write about your "Nature School" program.

MY NATURE
SCHOOL

Subject _____
Topic _____
Activities _____
Difference _____
Benefits _____

Writing

Writing Tips!

What are Supporting Sentences?

- They talk about the topic sentence in more detail.
- They explain, describe, give reasons and examples.

Supporting sentences should focus on the following:

- They should provide **the main supporting points** for the topic sentence.
- There are usually 2 - 4 supporting sentences in a paragraph.
- They should come in a logical order.

Don't

You should **NOT** begin a new topic or introduce a new idea in supporting sentences.

1) Read the topic sentences and decide if the supporting sentences are Good or Bad.

Topic sentence: Spending time in nature is beneficial for students.

Supporting sentences: A. It helps them be more active.
B. They start school at the age of 5.
C. Outdoor activities teach them practical skills.

Topic sentence: Living in a big city isn't for me.

Supporting sentences: A. Big cities are crowded.
B. It is very noisy in big cities.
C. I can find all the things I want.

2) Read the phrases and choose the main points and the supporting details that can go in the outline below. There are 2 extra phrases.

have outdoor activities sing songs outside grow plants at your home	have a walk in a green area green your home buy flowers for your relatives
---	--

Topic sentence: There are many ways to connect with nature.

Body:

Main point 1: 1) ★★★★★

Supporting detail: 2) ★★★★★

Main point 2: 3) ★★★★★

Supporting detail: 4) ★★★★★

3 Look at the sample and write main points or supporting details.

0.

Topic sentence: Life in a village is perfect.

Body:

Main point 1: You have fresh food every day.

Supporting details: In villages, people grow their food themselves. They can get milk, eggs, fruit and vegetables from their farms and eat these things daily.

Main point 2: People take care of each other.

Supporting details: People in villages understand each other very well because they spend so much time together. They are like one family and they always try to help each other out of every difficulty.

1.

Topic sentence: Strong wind has caused several problems.

Main point 1: Tree branches have fallen on the roads.

Supporting details: ★★ ★

Main point 2: ★★ ★

Supporting details: A lot of people have missed important events as they spent the night at the airport.

2.

Topic sentence: Gardening is a great activity for children.

Main point 1: It is the easiest way to connect children with nature.

Supporting details: ★★ ★

Main point 2: ★★ ★

Supporting details: If they grow their own food, they will be interested in eating their fruit and vegetables. In this way, they will have better food choices.

4 A. Choose one topic and write a topic sentence, 2 main points and 2–4 supporting sentences for each main point.

Nature schools

Forest bathing

Extreme weather

Life in a village

A recent natural disaster

Life in a city

B. Exchange your sentences with another pair. Underline the topic sentence, main points and supporting details.

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 11 mistakes and correct them.



1. Extra weather conditions will continue till tomorrow night.

2. None of my friend have seen hail.

3. When the landslide happened, the remote villages could get only a few help.

4. Hail is a fall of a large amount of snow or ice down the side of a mountain.

5. Neither schools has a green area for students to spend time outside.

6. I don't like strong winds, but a cool breeze on sunny days is great.

7. Both my sister or brother grow plants in their rooms.

8. There was a thick foggy all day long. I couldn't even see the buildings a few metres away from ours.

9. I would like to study in a nature school. I think I can learn a lot of practical skills there.

10. Neither Kamran no Farahim likes being in crowded places.

11. After a long period of drought, gales were like presents to gardens.

12. Nature makes learning accessible for students as they mostly do practical tasks.

13. Forest shower is a Japanese practice for relaxing your mind.

14. Heavy rains affected all town in the southern part of the country.

UNIT 4

MANNERS AND RULES

FOCUS ON THE TOPIC

Work in small groups. Look at the photos and discuss the questions.

- What bad manners do these photos describe?
- How do you think these bad manners affect other people?
- What is the right thing to do in each situation?



Vocabulary

1 Read the comments and answer the question.

- What are the comments mainly about?

- A. Good words
- B. Different diseases
- C. Basic etiquettes
- D. Public places

1

Cover¹ your mouth and nose when you cough 🧑 or **sneeze**². It is better to cough into a tissue 🧻 and throw it away afterwards.

Nilayda



2

Don't **spit**³ in public places. It is very **disrespectful**⁴. It can also spread infections 🦠.

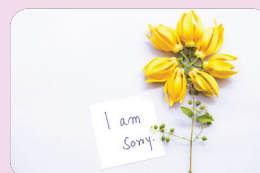
Said



3

Don't **interrupt**⁵ people while they are talking. If you have interrupted someone, you need to **apologise**⁶.

Maleyka



4

Don't be **rude**⁷ to people because you can **offend**⁸ them. Be polite and learn to say 'thank you'.

Rasul



- 2** Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each bold faced word.

1. cover (v.) a) put or spread something over something b) wipe your mouth with something	2. sneeze (v.) a) loudly shout at somebody in a sudden uncontrolled way b) loudly blow air out of your nose and mouth in a sudden uncontrolled way	3. spit (v.) a) force out the contents of the mouth b) clean your mouth with some clear liquid	4. disrespectful (adj.) a) showing a lot of respect b) not showing respect
5. interrupt (v.) a) say something and join a conversation b) stop a person from speaking for a short period by something you say or do	6. apologise (v.) a) tell someone that you are sorry for doing something wrong or for causing a problem b) tell someone that you have done something wrong	7. rude (adj.) a) kind b) not polite	8. offend (v.) a) make someone upset or angry b) make someone happy

-  **TRACK 10** Listen and check your answers. Pay attention to the pronunciation.

- 3** Complete the sentences with the words/phrases from Task 2. You may need to change verb forms.

0. It was a bit disrespectful not to invite them to the party.
1. The light was very bright, so I ★★★★★ my eyes.
2. I have an allergy and I often ★★★★★.
3. It's ★★★★★ not to say 'Thank you' when people have done something nice to you.
4. It's very bad to ★★★★★ in the street.
5. I think I have ★★★★★ her. She also wanted to be at my birthday party.
6. They need to ★★★★★ for the problems they have caused.
7. Don't ★★★★★ me when I am talking. You need to wait till I finish my sentence.

Reading

1 Discuss the questions with a partner.

- What are some things that people should do to be polite in public places?
- What are some examples of impolite behaviour that you have noticed?
- How should we learn etiquette rules?

impolite – not polite; rude

approval - the feeling of having a positive opinion of someone or something

disturb - to interrupt someone and stop them from continuing what they were doing

2 Read the magazine article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you don't need to use.

Our parents, teachers, grandparents and relatives have always taught us to behave well.

1 Offering your seat on the bus, holding the door for people, covering your mouth while sneezing or coughing, not interrupting when people are talking, not spitting in the street and not speaking when your mouth is full are good examples of it. It is nice to know that many young people have successfully learned all these etiquette rules.

2 Examples for this can be standing on the left side of the escalator , talking loudly on the phone in public places, not saying 'please' or 'thank you', talking when you are in the theatre, etc. **3** So, people should learn not to disturb others. But there is one etiquette mistake that affects people themselves more than others. It is saying 'yes' when you mean 'no'.

From an early age, we learned that if a parent or a teacher asked a child to do something, saying 'no' was a very rude behaviour. So, we believed that we should always say 'yes' to everything. But when you say 'yes' to everything, it is quite normal that you feel very busy. Actually, saying 'yes' to everything and then not doing it is impolite behaviour. **4**

5 In this way, you won't offend anyone, and you will learn to choose your own opinion about yourself over others. Psychologists claim that if you live your life depending on others' approval, you will never feel free and truly happy. When you depend on other people's approval, you are saying, "Their opinion of me is more important than my opinion about myself."

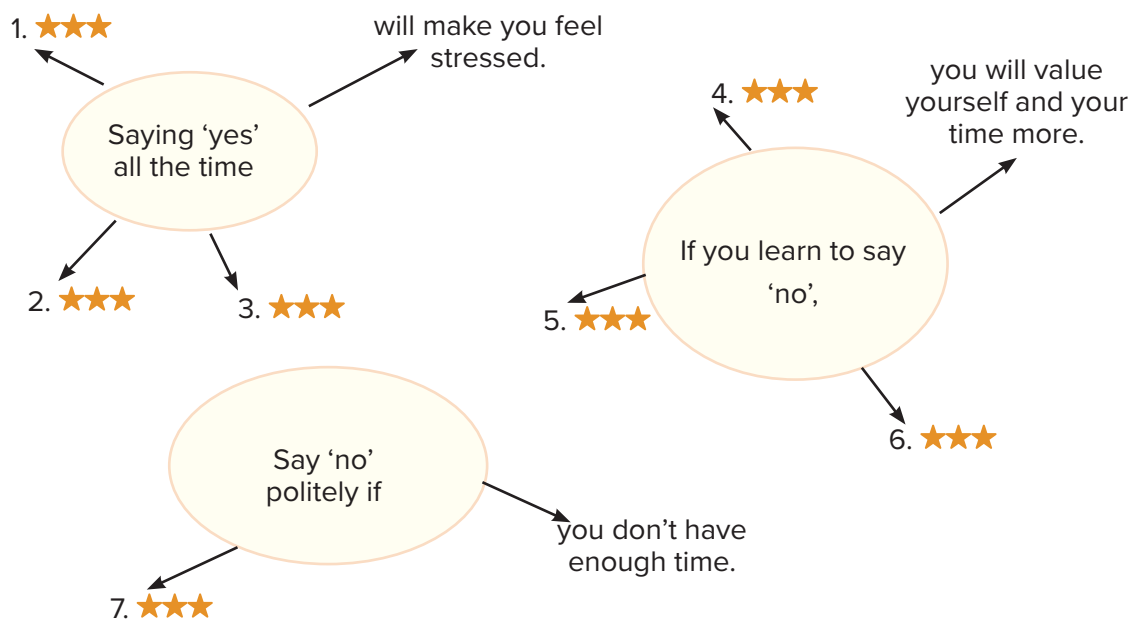
If you want to learn how to say 'no' politely, here are some helpful tips:

- Don't apologise and give all sorts of reasons.
- Don't lie and be polite.
- Don't say, "I'll think about it" if you don't want to do it. 6

- A.** The best solution is to learn how to say 'no' in a polite way.
B. There are some etiquette rules that we have learned from them.
C. We can teach ourselves to behave well everywhere.
D. However, there are some etiquette mistakes that people often make.
E. This will make you feel even more stressed.
F. So, if you don't want to do a favour or if you just don't have time for it, saying 'no' is important and not rude at all.
G. All these things are not nice and in most cases disrespectful to others.

3 Follow the instructions.

A. Complete the sentences with your own ideas.



B. Compare your answers in small groups and prepare a group presentation about *Saying 'yes' all the time*.

4 Interview your classmates and prepare a report.

- What are some good manners that you are happy to have?
- What are the common etiquette mistakes that people make in your country?
- Are there any etiquette rules that you think are not necessary? Which?

Grammar A

1 Discuss the questions with a partner.

- What are some famous signs that you see in public places?
- Is it important to pay attention to signs and notices? Why or why not?

2 Look at the signs and notices in Task 3 and match them to the places where they belong to. There is one extra place.

road

subway

restaurant

gym

plane

3 Look at the signs and notices and read the notes. Choose the answer that explains the signs best.

Notes

a) You **have to**¹ take a shower before using the pool.

a. b) You have to take a shower at home before and after using the pool.

a) You **cannot**² move on the left of the escalator.

b. b) You cannot stand on the left of the escalator.

a) You **mustn't**³ use old mobile phones inside.

c. b) You mustn't use mobile phones inside.

a) You **must**⁴ drive slowly because there is a school nearby.

d. b) You must drive slowly when you go to school.

Signs and Notices



Shower before and after using the pool

1



2



3



4

4 Look at the numbered modal verbs and match them to the statements. You can choose more than one option.

1. It is very important and necessary to do this.
2. It is against the rules to do this.
3. It is not necessary to do this.



GRAMMAR TARGET

Modal verbs: **must, mustn't, have to, don't have to, cannot**

Study the rules and examples on Page 120 before you do the following tasks.

5 Find and correct the mistakes in each sentence.

0. He must ~~takes~~ his shoes off.
1. I must to learn to drive more carefully.
2. You don't have bring towels with you to the pool.
3. You cannot taking photo on the subway.
4. She doesn't has to bring pens and paper.
5. You mustn't crossed the road here.

6 Choose the correct option.

0. You cannot / have to run on the escalator.
1. You don't have to / mustn't wear a mask outside.
2. Children under 12 have to / don't have to go in the pool only with an adult.
3. You don't have to / cannot stand here. This place is for wheelchair  users.
4. You have to / cannot tell the truth. It is very important to know the details.
5. You cannot / don't have to eat in the library. It is against the rules.

7 Look at the signs and write sentences using the key words and the modal verbs **mustn't**, **have to**, **cannot** and **don't have to**.



8 Follow the instructions and prepare a group presentation.

A. Choose one of the places from the box and find the most common signs that you can see there.

road

hotel

gym

public transport

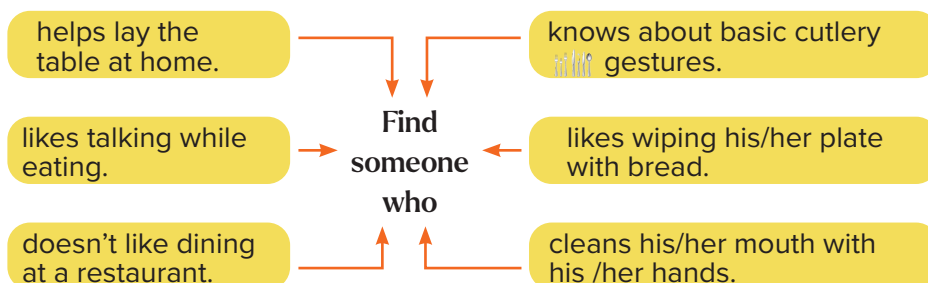
library

cinema

B. Explain the signs using modal verbs **mustn't**, **must**, **have to**, **cannot** and **don't have to**.

Grammar B

1 Walk around and talk to your classmates.



2 Read the text and decide if the statements are True, False or Not given.

A group of volunteers are organising etiquette courses each Saturday. They have field trips where participants apply the knowledge that they have learned. It is very interesting. They teach practical skills about manners and etiquette rules in different situations and places. Last week, the topic was table etiquettes and manners. The course took place at a restaurant and students showed a great interest. So, the organisers decided to work on the same topic this week as well. I was very happy when I heard about that decision.



My brother **was just about to**¹ drive me to the restaurant last week, but he felt bad. I had to stay and help him, so I missed the course. The course **is due to**² start at 13:00 this Saturday. I hope I **will be able to**³ join the team this week.

At the end of the course, I will be able to use cutlery properly, carry on the conversation at a dining table, set a table and get information about some other important manners and etiquettes that everyone has to know.

1. The volunteers organise etiquette courses at a different place each week.
2. This week the course will take place at the same restaurant as it was last week.
3. The course always starts in the morning.
4. In the course, one can learn how to lay the table.

3 Look at the numbered phrases and match them to the statements.

- A. We use it to talk about planned things that will happen at a certain time.
- B. We use it to talk about things that were going to happen but didn't.
- C. We use it to talk about abilities.



GRAMMAR TARGET

Be expressions: to be about to, to be due to, to be able to

Study the rules and examples on Page 121 before you do the following tasks.

4 Complete the sentences with the right form of **to be about to**, **to be due to** and **to be able to**.

0. The TV programme series about good manners **are due to** start next week.
1. I ★★★ lay the table. Can you help me?
2. I ★★★ (not) join you this week. I have to finish my project about manners in public places.
3. Traffic safety course for students ★★★ start tomorrow.
4. The students ★★★ use cutlery properly after the course.
5. I ★★★ fill my glass when I broke all three glasses on the table.

5 Listen and match the speakers to the sentences. One sentence is extra.



TRACK

Speaker 1 This person is giving instructions at home.

Speaker 2 This person is talking about a past experience and hope for the future.

Speaker 3 This person is sharing a funny story.

Speaker 4 This person is giving information about transport.

6 Make up sentences using the given words.

0. When/ able/ use /I / cutlery/ all the?
When will I be able to use all the cutlery?
1. The course/ due/ start/ 3 p.m.
2. You / able /skills / will /practise/new ?
3. I / start / new workshop/ due.
4. They/ about/ have a field trip.

7 Write your answers to the questions.

1. What etiquette courses are useful for students? Why?
2. What etiquette course would you like to take? Why?

8 Role-play the situation.



STUDENT A

You are a student and you want to take an etiquette course. You are calling the course. Ask about the course, time, skills you are going to learn. Use **be expressions**.



STUDENT B

You are the receptionist at the course. You are going to give information about the etiquette course that a student is asking about. Use **be expressions**.



Listening

1 Discuss the questions with a partner.

- How can bad habits affect our life?
- What are some bad habits that most teenagers have?



2 Work with a partner and complete the table.

	Your answers	Your partner's answers
What are 2 good habits that you have?	★★★	★★★
What are 2 bad habits that you have?	★★★	★★★
What are 2 habits that you would like to have?	★★★	★★★

3 You are going to listen to a teenager talking about bad habits. First, try to guess the meanings of the underlined words/phrases below. Choose a or b.

- You always make excuses for not doing your homework. I will talk to your parents.
 - a) to say sorry for not doing something
 - b) to give false reasons why you cannot do something
- You shouldn't delay the start of the project. Students will soon have summer holidays.
 - a) to make something happen at an earlier time than originally planned
 - b) to make something happen at a later time than originally planned
- She has a loss of smell because of the flu.
 - a) the fact that you no longer have something or have less of something
 - b) the fact that you have more of something

4. I am very careful about my meals. I never **skip** any.

- a) not to do something that you usually do
- b) to continue doing something that you usually do

5. Please, **lower** your voice. You mustn't speak loudly in the hospital.

- a) to make something become smaller
- b) to make something become bigger

(4) Listen to the talk and complete the sentences/notes.



The disadvantages of having these bad habits

Making excuses: We cannot become 1)★★★★.

Procrastinating: can make our grades and 2)★★★★ worse

Wearing earplugs for several hours: Our 3)★★★★ can become worse.

Skipping breakfast: Our body doesn't get the 4)★★★★ it needs.

Staying up late: We can suffer from 5)★★★★ and weak immunity.

Spending too much time on social media: can cause laziness and can lower our 6)★★★★ and IQ.



(5) Listen to the talk again and answer the questions.



1. When do people make excuses?
2. What does procrastination mean?
3. How can we save ourselves from the bad effects of wearing earplugs?
4. How does skipping breakfast affect our mood?
5. How many hours of sleep do experts advise teens?
6. At what age do most people start having a social media account?

(6) Discuss the questions with a partner.

1. Do you have any of the bad habits in Task 4?
2. How can we break bad habits?
3. Is it easy to build good habits? Why or why not?

(7) In small groups, make a list of 5 things in each category and then present your work.



Bad habits for studying and school success



Good habits for studying and school success

How?

USE OF ENGLISH

- 1 Each boldfaced word is in the wrong sentence.
Put the words in the sentences they belong to.

1. You have to **delay** if you have been rude to someone.
2. Never **skip** people when they are talking.
3. You have to **interrupt** into your elbow  or a tissue.
4. Don't **sneeze** your meal time if you want to be energetic all day long.
5. Don't **apologise** important tasks if you don't want to have problems.

- 2 Match the halves.

0. make _c_	a. politely
1. wear	b. earplugs
2. skip	c. excuses
3. behave	d. breakfast
4. lower	e. your mouth
5. cover	f. your voice

- 3 Complete the sentences with the collocations from Task 2.

They are lazy students and often make excuses for not doing their home tasks.

1. Doctors advise not to ★★★★★ for a long period because it can cause hearing loss.
2. If you ★★★★★, your body starts the day with low energy.
3. If we don't want to offend anyone, we have to learn to ★★★★★.
4. You have to ★★★★★ when you cough and sneeze.
5. When you are in public, you shouldn't speak loudly. You have to ★★★★★.

- 4 Rewrite the sentence using the words in brackets.

0. Don't cross the road here. It is against the rule. (can)

You can't cross the road here.

1. Don't wear your everyday clothes to school. (must/school uniform)
2. Never look at the screen of people's mobile phones on public transport. (impolite)
3. If you offend people, say sorry. (apologise/have to)
4. I couldn't go to school yesterday. At the last moment when I wanted to leave, my dog felt bad. (be about)
5. You can enter the building with your shoes if you want. (have to/ take off)
6. I am taking driving courses. I am sure I can understand all traffic signs soon. (be able)

5) Read the text below and decide which answer (a, b or c) best fits each gap.

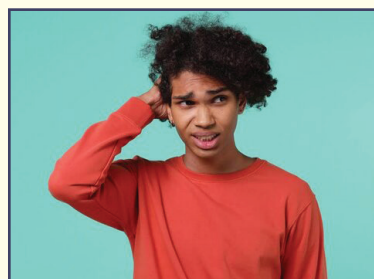
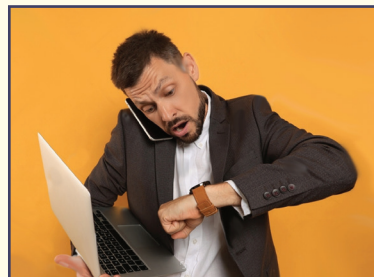
Most people know simple 1) ★★★ of etiquette that say you should never put your elbows on the table or close the door in someone's face. However, there are some etiquette mistakes that people don't often talk about. Once you learn about them, it's easy to become a more 2) ★★★ person. Here we are going to talk about the worst etiquette mistakes that people often 3) ★★★.

Being late is one of them. It is one of the bad habits you should 4) ★★★ as soon as possible. If you promise to be somewhere at 1 p.m., make it your duty to be there at 1 p.m. Sometimes, there are 5) ★★★ that you cannot control and you cannot be on time. In such cases, don't forget to apologise.

Unfortunately, most often people ask 6) ★★★ questions. For example, "Why do you work as a waiter?", "Why do you have bad marks?", "Why don't you wear nice clothes?", "How much did you pay for your earplugs?", etc.

These questions can make others 7) ★★★ bad. So, you have to be 8) ★★★ not to ask such questions to people who you don't know well.

If you know when to stop talking and when to listen, then you can be a good friend. You 9) ★★★ listen to people carefully. You shouldn't 10) ★★★ about your response until your partner has finished his idea. This is just one of the best ways to build better friendships.



1.	a. types	b. rules	c. signs
2.	a. disrespectful	b. rude	c. polite
3.	a. make	b. do	c. say
4.	a. follow	b. break	c. skip
5.	a. reasons	b. effects	c. excuses
6.	a. right	b. impolite	c. exciting
7.	a. feel	b. feeling	c. felt
8.	a. careful	b. careless	c. care
9.	a. don't have to	b. must	c. have
10.	a. worry	b. interrupt	c. stop

TIME TO WATCH

- 1 You are going to watch a video about social faux pas. Before that, read the text and answer the questions.

Social norms are unwritten rules that show us the right actions within a group. There are norms for every social group, for example, friends, students, neighbours, patients in a hospital, and so on. Social norms consist of what we do, what we believe others do, and what we believe others approve of and want us to do. Thanks to norms people understand each other's actions. People start learning social norms from an early age, but there are some social faux pas that we don't know about even at later ages; or we just don't want to follow those rules. *Faux pas* is a French phrase that means *false step*. People make faux pas mostly because of three reasons. First, some people don't have enough knowledge about the rules. They have never been in similar situations, so they don't know how to behave. Next, sometimes people have wrong ideas about the rules. For instance, giving advice if no one asked for it is faux pas. But you always did it with your classmates and it was OK. So, you learned it the wrong way. Lastly, in most cases, people know that their actions are faux pas; however, they continue doing so. That's the worst case.

We must teach ourselves not to make faux pas if we don't want to harm our relationships or get angry reactions from others, especially when we know that our actions aren't right.

1. What are social norms?
2. When do people start learning about social rules?
3. What does *faux pas* mean?
4. What are the reasons for making faux pas?
5. Why do you think the last reason for making faux pas is the worst?

- 2 Read the sentences. The words in bold are used in the video. First, guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 Why will supermarket **carts** never move in the direction that you push them?

2 I hate it when people **stare** at me on the bus.

3 I couldn't remember her name and felt very **embarrassed**.

4 Please, don't **include** my name in the list.

5 **Scroll** to the end of the text. There you will find all the necessary information.

6 I have eaten garlic and I need **chewing gum** now.

a to look directly at someone or something for a long time

b a sweet that you keep in your mouth and chew to get its flavour, but do not eat

c to make something part of something else

d to move text or pictures up or down on a screen to view different parts of them

e a small vehicle with two or four wheels that you push or pull to carry large or heavy objects on

f nervous and worried about what other people will think of you

- 3 Watch the first part of the video about faux pas in 4 different situations. Match the scenes to the situations.



on the street	with friends	at the restaurant	in the shop
Scenes ★★★★★, ★★★★★, ★★★★★	Scenes ★★★★★, ★★★★★, ★★★★★	Scenes ★★★★★, ★★★★★, ★★★★★	Scenes ★★★★★, ★★★★★, ★★★★★

- 4 Now watch the second part of the video and check your answers.

- 5 Watch the second part of the video again and complete the sentences.

On the street

1. You mustn't ★★★★★.
2. You shouldn't ★★★★★ when there are a lot of people.
3. You cannot ★★★★★ people or their mobile screens.



With friends

1. You shouldn't ask people to give you ★★★★★ or ★★★★★ if they have only one left.
2. Don't ★★★★★ people's photos without asking them.
3. It is impolite ★★★★★ through the people's gallery.



At the restaurant

1. It is rude to put your music on ★★★★★.
2. When you hear a loud noise of plates, never ★★★★★ and look.
3. You shouldn't have your ★★★★★ on the table.



In the shop

1. You shouldn't ★★★★★ your cart in the middle of the shop.
2. It is a good behaviour to allow people ★★★★★ first if they have few things.
3. Don't ★★★★★ people's way.



- 6 Discuss the questions with a partner.

1. What faux pas at school makes you angry?
2. What actions of your friends' make you angry?
3. Have you ever made any faux pas mentioned in the second part of the video?

- 7 Follow the instructions.

A. Write 3 faux pas that people make... .

at school	on social media	at birthday parties
-----------	-----------------	---------------------

B. Compare your list with 2 classmates and prepare a presentation.

Writing

Writing Tips!

Transition words

When we write main points and supporting details, we need to write the ideas in a logical order. So, we need to use transition words to organise the main points and supporting details.

To add ideas	To compare and contrast ideas	To show time and order	To give an example
firstly, secondly, thirdly, lastly, finally, in addition, also, moreover	but, on the one hand, on the other hand, however	first (second, etc.), next, then, soon, after a few hours, finally, later, at this time, now, at first	for example, for instance

1 Complete the gaps with the transition words. Choose a, b or c.

Table manners can be different in different cultures. 1)★★★, in China, it is OK to keep your bowl in one hand while eating. 2)★★★, it is not a good table manner in most countries. They keep their bowl or plate on the table.

1.	a. On the one hand	b. First of all	c. For example
2.	a. However	b. Then	c. In addition

Breaking your bad habits can change your life in two ways. 1)★★★, you will start believing in yourself more. Breaking a habit is a challenging task. If you can do this, it will help you trust your abilities more. 2)★★★, you will be able to build a good habit at the same time. Many people break a bad habit by changing it into a good one. So, you will achieve two things at a time.

1.	a. At this time	b. For instance	c. Firstly
2.	a. At first	b. Secondly	c. Soon

- 2** Look at the outline and write main points and supporting details for the given topic sentence.

Topic sentence: You have to cover your mouth when you sneeze.

Body:

Main point 1: impolite

Supporting details: people can get angry

Main point 2: others can get sick

Supporting details: spread infection

Use some of these transition words:

first of all, firstly, secondly, finally, for example, on the one hand, on the other hand

Topic sentence: While eating with others, there are 3 etiquette mistakes that we have to be careful with.

Body:

Main point 1: eating noisily

Supporting details: impolite and disturbs others

Main point 2: talking with your mouth full

Supporting details: drop food and look silly

Main point 3: playing with a mobile phone

Supporting details: disrespectful for others

Use some of these transition words:

first of all, firstly, secondly, finally, for example, on the one hand, on the other hand

- 3** A. Choose one topic and write a topic sentence, 2 main points and 2–4 supporting sentences for each main point. Use transition words.



B. Exchange your sentences with another pair. Underline the supporting details and transition words.

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 13 mistakes and correct them.



1. I am about to cross the road when the police stopped me and showed me the red light.

2. If you want to change your life, you have to learn to break your bad habits.

3. Parents should teach their children good chair manners and etiquettes.

4. In some countries you don't have worry about eating noisily. It is not rude in their culture.

5. We have to say apologise, if we have touched someone on public traffic.

6. You have to speak with your mouth full. It can disturb others and also, you can look silly.

7. Don't say 'yes' to everything. On hand, it can make you stressed. On the other hand, you won't have time for yourself.

8. There is a very interesting workshop about road safety this week. If you attend the workshop, you will learn a lot of important practical skills.

9. It is very disrespect to spit in front of others. Also, it helps spread infections.

10. You must share other people's photos on the Internet without asking for their permission. It is not good behaviour.

11. The workshop is due start on February 7. If you want to join us, you have to register on our website. After that, you be able to see full information about the workshop.

12. You can't stand on the left of the escalator. You will block people who want to move on the escalator.

13. If you don't have a paper, sneeze into your elbow.

14. If you often wear earplugs and listen to loud music, it can cause hearing lose.

UNIT 5

A PLACE CALLED HOME

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- Why do you think people choose to live in each of these houses?
- What type of house would you prefer to live in? Why?



Vocabulary

1 Read the forum answers and answer the question.

- What do they like about the place they live in?

I am the owner of this unusual house. My house looks upside down and it **attracts**¹ a lot of people.

My house **provides**² me with everything I need. I have a modern kitchen, a large living room and comfortable bedrooms.

I have all the **modern conveniences**³ in my house like a TV-set,  central heating , hot and cold running water and Wi-Fi .

I often **receive**⁴ guests in my house. The house is comfortable, and there's enough room for my guests and family to relax.



I love living in my forest house among beautiful trees and plants. The **fence**⁵ keeps me safe and looks nice. The **landscape**⁶ is great with tall trees and green plants.

Access⁷ to my house all year round is easy because of the well-kept road. So, my friends can visit me whenever they want.

As for the **accommodation**⁸ itself, I must say that its design is perfect. In short, I have always dreamt of a house in the forest and I wouldn't change my house for anything else in the world.



- 2** Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1. attract (v.)

- a) make someone interested in something
- b) cause someone to lose interest in something

2. provide (v.)

- a) take something from somebody
- b) give something to somebody

3. modern conveniences

- a) devices or systems that make life comfortable
- b) devices that make a task harder than it was before

4. receive sb (v.)

- a) welcome or entertain someone
- b) say 'goodbye' to someone

5. fence (n.)

- a) a structure made of wood, metal, etc. that surrounds a piece of land
- b) a piece of land next to or around your house where you can grow flowers

6. landscape (n.)

- a) everything that you can see in the house
- b) everything that you can see when you look across a large area of land, especially in the country

7. access (n.)

- a) the right to use something or to see somebody/something
- b) the right of saying that you will not do something

8. accommodation (n.)

- a) a place to live, work or stay in
- b) a place for playing video games

-  **TRACK 13** Listen and check your answers. Pay attention to the pronunciation.

- 3** Complete the sentences with the words from Task 2.

- 0. The family is trying to attract more people to the family museum.
- 1. They wouldn't like to live without ★★★★★ such as microwaves.
- 2. The family is staying in cheap ★★★★★ until the father gets a job.
- 3. The new job will ★★★★★ you with a great experience.
- 4. The two women chatted over the garden ★★★★★.
- 5. Children must have ★★★★★ to the home library sources.
- 6. They were happy to ★★★★★ guests in their new house.
- 7. The trees, mountains and flowers made the ★★★★★ very beautiful.

Reading

1 Look at the photo of the house and discuss the questions.

- Why do you think people enjoy living there?
- What do you think it is like inside?



2 Read the article about Casa do Penedo, one of the strangest houses in the world, and answer the questions.

The history of Casa do Penedo began one spring day in 1973. Vitor's parents saw the four rocks and decided to build a house between them. It took them about a year to build the house. He wanted to have a place to spend holidays or weekends in the middle of nature, but without spoiling the landscape. (A) "My parents were born in the 1930s and 1940s. At that time, there wasn't much technology in the country. They wanted to relive the good old days, without technology, here at Casa do Penedo. So, they decided not to have any modern conveniences in the house."

Vitor's father believed that television messed up the family life. Also, he didn't want to have a telephone. Casa do Penedo still has no telephone, television or electricity; however, it has water and gas. "Everything is like in a normal house, but without technology," explains Vitor. "We want to say that it is possible to live without technology in the XXI century. In fact, if we think

about it, there are still many parts of the world where people don't have access to electricity or technologies.(B)," says Vitor.

The house began to attract more interest when a Japanese television station made a programme about the architecture of Casa do Penedo. A lot of tourists started to visit the house.(C)

There are different activities at Casa do Penedo and visitors enjoy doing them in the open air. One of them is a guided tour – the guide tells the history of the house and explains its architecture. However, the family asks the visitors not to take videos, photographs inside the house because it continues to be a family holiday home.

Most visitors spend the day enjoying the landscape from the top of the mountain, watching the stars at night, swimming in a pool on a rock or being a shepherd  for a day.

"It is possible to do a shepherding programme. We have a shepherd here who teaches visitors how to take care of sheep. (D), " says Vitor.

"In the future, we are going to provide accommodation on the mountain, so we will be able to receive a lot of people and they can stay here a little longer with us," says Vitor.

1. When did the family first see Casa do Penedo?
2. How long did it take them to complete the construction?
3. Why didn't Vitor's parents want to have modern conveniences in the house?
4. What modern conveniences do they have in the house now?
5. What happened after the TV program about the house?
6. What can't the visitors do in the house?
7. What different activities are there for visitors?
8. What are the owners of the house planning to do?

3 Read the article again. Which of the highlighted letters (A- D) indicates where the sentences best fit? One letter is extra.

1. Some even jumped over the fences just to take a picture.
2. Casa do Penedo is an experience of spending a day or the weekend without these comforts.
3. Visitors can have the experience of doing his job for a day.

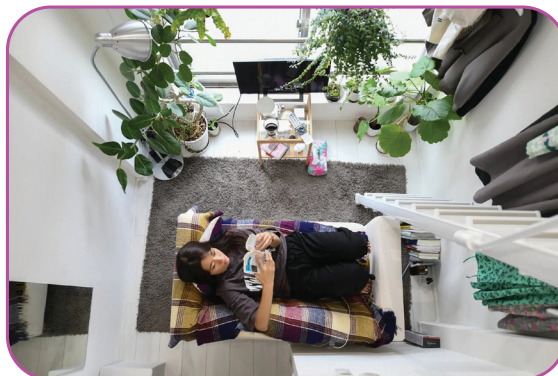
4 Discuss the questions with a partner.

- Would you like to visit Casa do Penedo one day? Why or why not?
- What kind of people do you think would like to visit this place? Young, middle-aged or elderly? Explain.

Grammar A

1 Look at the photo of Mai, a young Japanese woman who lives in a small apartment in Tokyo, and discuss the questions.

- Why do you think she lives in such a small flat?
- Imagine living in a house that is half the size of your home now. How different will your life be? What will be better? What will be worse?



afford- to have enough money to buy sth

fail- to be unsuccessful when you try to do sth

a minimalist lifestyle- living with a few resources

rent- to pay money to somebody so that you can use something that they own, such as a house, a room, some land, etc.

2 Read the text about Mai and complete the sentences.

Mai can't **afford to rent** a big apartment in Tokyo, so she lives in one of the tiny Japanese apartments called "Kawaii micro homes".

When Mai started living in a tiny apartment, she **decided to make** her small living space comfortable. She put the most important things there and **agreed to follow** the minimalist lifestyle. She **promised not to change** her apartment and **plans to stay** there forever.

Mai loves her apartment, but it has some disadvantages. For example, when she has guests, there is not enough space for everyone to sit. Mai **needs to be** creative and find ways to make her guests comfortable. Another disadvantage is that Mai often **fails to keep** her flat as tidy as she wants because it is difficult for her to keep all her things in a small space.

Living in a tiny apartment has some advantages for Mai, too. She spends less money on rent and cleaning the apartment takes less time.

Mai enjoys living in a small apartment in a big city like Tokyo.

1. Mai lives in a small apartment because ★★★.

2. Name TWO difficulties about living in a tiny room.

a) ★★★

b) ★★★

3. Name TWO positive sides of living in a tiny room.

a) ★★★

b) ★★★

- 3) Look at the boldfaced words in the text and choose the right option.
We use ★★★★★ after these verbs: *afford, decide, agree, promise, plan, need* and *fail*.

a) a verb + to

b) to + a verb



GRAMMAR TARGET

Infinitives

Study the rules and examples on Page 122 before you do the following tasks.

- 4) Complete the text with the verbs from the box. You can use some of them more than once.

find

finish

help

keep

buy

get

build

A group of 11th graders decided 1) ★★★★★ homeless people. When the school director heard about it, he offered 2) ★★★★★ the students. The students agreed 3) ★★★★★ his help. They found an elderly man who lived in the street and was very ill. The students told him that they planned 4) ★★★★★ a house for him. The elderly man said, "When I was young, I had health problems. So, I failed 5) ★★★★★ a good job. I couldn't afford 6) ★★★★★ a house. Now, I am old and I need 7) ★★★★★ a place to live in. I promise not 8) ★★★★★ my house messy."

The students said, "We promise 9) ★★★★★ a nice house for you."

The students, with their director's support, are building a small house for the elderly man. They hope 10) ★★★★★ the construction soon.



- 5) A. Complete the sentences with an infinitive.

- | | |
|--|------------------------------|
| 1. I can't afford ★★★★★. | 5. I have decided not ★★★★★. |
| 2. I have decided ★★★★★. | 6. I need ★★★★★. |
| 3. I want ★★★★★, but I don't have enough time. | 7. I never fail ★★★★★. |
| 4. I promise not ★★★★★. | 8. I plan ★★★★★. |

B. Walk and talk to your classmates. Find someone who has the same answers.

Grammar B

1 Discuss the questions with a partner.

- Have you ever wanted to be an astronaut? Why or why not?
- What difficulties do you think astronauts have in space?

2 Read the text about one astronaut and answer the questions.

Can you **imagine living** in space? Believe me, it is much more different from living on the Earth.

When I was at school, I was **interested in learning** about space. Now, I am an astronaut and I work on the Space Station. Sometimes I stay here for months. So, I call the station my home.

Life here is unusual. The Space Station goes round the Earth in just 1 hour and a half. I see the Sun rise and set 16 times every day! I often **spend time watching** the Earth and I **imagine being** there with my family. I **enjoy being** in space and I don't **mind staying** here for months, but to tell the truth, I **miss having** family time with my parents.

Living on the Space Station is hard because there is no gravity here. We don't walk. We float. If we leave something around, it floats away. So, we have to be tidy.

Here we eat food from plastic bags with a spoon and drink from bottles with a straw 🥤. When I drink water or eat food, I am always **worried about dropping** them. I must be very careful not to drop anything here. If it happens, it floats around. To be honest, I **look forward to going** back to the Earth and eating my mom's homemade "Earthy" meals.

Sleeping in space is much easier than on the Earth. We don't need any beds, pillows 🛏 or blankets 🛏. We just get into the sleeping bags 🛏 and fall asleep. I am **afraid of getting** hurt when I sleep, so I attach my sleeping bag to a wall.

Life here is not easy, but I love it!



Amanda, 28

1. What was Amanda's interest when she was at school?
2. What does she think about when she watches the Earth?
3. Why is it hard for astronauts to be in space?
4. Why doesn't she want to drop anything there?
5. What does she need to have when she wants to sleep?

- 3 Look at the boldfaced words in the text and complete the table.

verb + ing	adjective + preposition + v + ing
★★★★	★★★★



GRAMMAR TARGET

Gerund

Study the rules and examples on Page 122 before you do the following tasks.

- 4 Complete the gaps with the correct forms of the verbs in brackets. Use gerund (-ing) or infinitive (to) forms. Then listen and check your answers.

Hello, dear Astronaut.



My name is Natig and I am 8 years old. When I grow up, I want 1) ★★★★★ (become) an astronaut just like you! I have always been interested in space. Every night before I fall asleep, I close my eyes and imagine 2) ★★★★★ (see) the Earth from above and 3) ★★★★★ (float) in space. I know space travel is possible now, but my family can't afford 4) ★★★★★ (send) me to space camp yet. So, for now, I spend time 5) ★★★★★ (learn) about space by reading books and watching videos about the planets, stars and galaxies. I really enjoy 6) ★★★★★ (learn) about them. My parents suggested 7) ★★★★★ (take) me to the Space Museum next month. I am very excited!

I know it's important to stay fit and healthy for space travel, so I don't mind 8) ★★★★★ (get) ready for my future. I eat only healthy food and exercise a lot. When I become an astronaut, I know I will miss 9) ★★★★★ (spend) time with my family and friends on the Earth, but I look forward to 10) ★★★★★ (communicate) with them from space and 11) ★★★★★ (share) my experiences.

To tell the truth, I am a little worried about 12) ★★★★★ (feel) bored there if I stay for months, but anyway, I am so excited about 13) ★★★★★ (travel) to space one day. I can't help 14) ★★★★★ (dream) about that day all the time. I hope 15) ★★★★★ (make) my dream a reality just like you did.



Best,
Natig

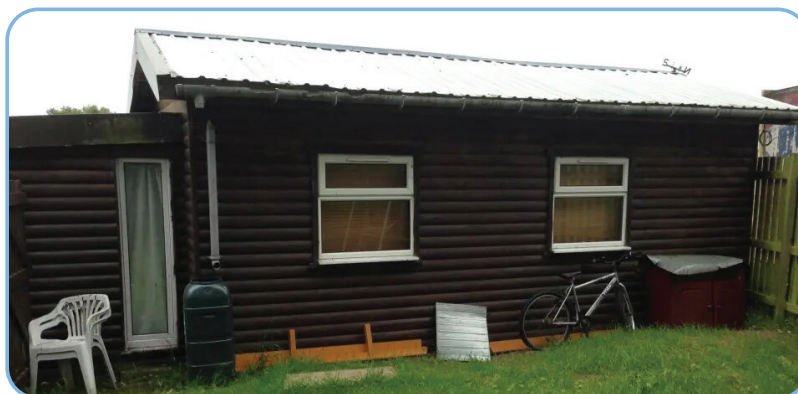
- 5 In groups, write a letter to an Alien about our home Earth. Use gerund (-ing) and infinitive (to) forms.



Listening

1 Look at the photos of an unusual house and discuss the question.

- What do you think makes this house unusual?



2 Listen to the talk about this house and check your guesses.



recycle- to collect rubbish and to produce useful materials again

waste- materials that people no longer need and throw away

renewable energy sources- energy from natural sources that has no risk of ending

3 Listen to the talk again and complete the sentences.



- Angus Carnie worked in recycling industry for ★★★★★.
- The construction of his house lasted ★★★★★.
- He got black powder from printer cartridges and painted ★★★★★.
- It cost him £ ★★★★★ to build the house.
- Angus constructed the house because he wanted to show others how to ★★★★★.
- Sweden gets waste from other countries and burns it to get ★★★★★.
- Swedish government thinks that people must learn about ★★★★★.

4 Discuss the questions with a partner.

- Do you think Angus Carnie has made the right decision to build a house from waste? Why or why not?
- Is it important to teach people how to recycle things? Why or why not?

5 A. Look at the pictures of the reused things and discuss the questions as a group.

- Do you like these ideas? Why or why not?
- Would you like to have these used things in your house? Why or why not?

1. old ladder into bookshelf



2. tennis rackets into mirrors



3. bathtub into couch



4. skateboards into table for children



5. bike wheel into clock



6. bowlers into lamps



B. Think of what you can do from one of the old things below. Then make a group presentation.

chairs



books



boots



suitcase



TV-set



USE OF ENGLISH

(1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. They always **attract** to keep their rooms clean, but their rooms are always messy.
2. The city is full of unusual buildings and they **receive** people's interest.
3. She prepared a lot of meals and was ready to **promise** her guests.
4. Hardworking students never **rent** to do their homework.
5. It is hard to **fail** an apartment in the centre of the city.

(2) Match the halves.

- | | |
|-------------------|-------------------------|
| 0 modern C | a access |
| 1 renewable | b time |
| 2 energy | c technology |
| 3 family | d waste country |
| 4 Internet | e sources |
| 5 zero | f energy |

(3) Complete the sentences with the prepositions below. You can use some of them more than once.

about

for

with

to

in

on

of

1. In my free time, I usually visit my elderly neighbour and take care ★★★ her.
2. The school is going to provide students ★★★ new laptops next year.
3. In some schools, there is no access ★★★ the Internet.
4. A group of people were swimming ★★★ a pool ★★★ a rock.
5. Omar spent a lot of money ★★★ his new camera.
6. Yusif was proud ★★★ getting only high grades.
7. I am worried ★★★ being late ★★★ the first lesson.

(4) Read the sentences and fill in the gaps with an appropriate form of the word given in brackets.

1. The ★★★ (own) of the house welcomed the guests.
2. The new roller coaster was a popular ★★★ (attract).
3. The room was small but very ★★★ (comfort).
4. The statue had a very ★★★ (interest) design.
5. The ★★★ (visit) from other countries enjoyed walking in the old part of the city.
6. The ★★★ (home) man looked very excited when he saw his new house.
7. Young people love the famous artist for his ★★★ (create) works.
8. The ★★★ (construct) of the building took more than 5 years.

5) Look at the pairs of sentences and decide which is correct.

1. a) Imagine flying like a little bird over green trees and blue lakes.
b) Imagine to fly like a little bird over green trees and blue lakes.
2. a) I don't mind to get a lot of homework for the next day.
b) I don't mind getting a lot of homework for the next day.
3. a) We have to rent a flat because we can't afford to buy one.
b) We have to rent a flat because we can't afford buying one.
4. a) They promised to visit us when they come back to Azerbaijan.
b) They promised visiting us when they come back to Azerbaijan.
5. a) The old man spent a lot of time looking at the old photographs.
b) The old man spent a lot of time to look at the old photographs.

6) Read the text below and decide which answer (a, b or c) best fits each gap.

We 1) ★★★★★ living in a caravan two years ago. We decided to park it at the seaside 2) ★★★★★ everyone in the family loves watching the Sun rise and set in the sea. We don't mind 3) ★★★★★ in a small space because we enjoy a minimalist lifestyle. As we don't have much space inside, we don't often buy things. 4) ★★★★★, we save a lot of money. We don't have modern 5) ★★★★★ like electricity, WiFi or heating, 6) ★★★★★ it is OK for us. The only real problem is extreme weather conditions. Cold winters and hot summers make our life really hard and sometimes we 7) ★★★★★ stay at our relative's house. 8) ★★★★★ we started living here, our family bond has grown stronger. We spend a lot of time 9) ★★★★★ things together – travelling, cooking dinner, playing games, or simply enjoying the landscape. Our lifestyle may not attract everyone, but we love our home 10) ★★★★★.



1.	a. have started	b. started	c. was starting
2.	a. so	b. and	c. because
3.	a. living	b. to live	c. live
4.	a. In addition	b. However	c. As a result
5.	a. conveniences	b. attractions	c. accommodation
6.	a. so	b. but	c. for example
7.	a. don't have to	b. have to	c. mustn't
8.	a. When	b. While	c. Since
9.	a. doing	b. to do	c. do
10.	a. a few	b. a lot of	c. very much

TIME TO WATCH

- 1 You are going to watch some episodes from the animated film *Up*. Before that, read the text about it and answer the questions.



Up is a computer-animated comedy-drama adventure film produced by Pixar Animation Studios. The film is about an elderly man named Carl Fredricksen and a young boy named Russell. 78-year-old Carl ties thousands of balloons to his home and tries to realise his lifelong dream to see Paradise Falls in South America and to complete a promise he made to his beloved wife, Ellie.

1. What type of film is it?
2. What is the film about?
3. Why did Carl tie balloons to his home?

- 2 Read the sentences. The words in **bold** are used in the episodes. First, guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

- 1 The Antarctic is the world's last great **wilderness**.
- 2 I am always ready to **assist** the elderly.
- 3 In some schools, students have to wear the school **badge** on their jackets.
- 4 When the dog saw us, it started to **howl**.
- 5 The policemen are running after a **prisoner**. He ran away from the prison yesterday.
- 6 Our dog has its name on its **collar**.

- a to help someone or something
- b (of a dog, wolf, etc.) to make a long, loud call
- c a piece of metal or plastic often with words or symbols that shows you have achieved something
- d a metal band around the neck of an animal
- e an area of land where people do not live or grow crops and where there are no buildings
- f a person who is arrested for a crime

3 Watch the first episode and complete the sentences.



1. Russell is a ★★★★★ in Try 54.
2. Russell suggests helping Carl to cross the street or ★★★★★.
3. Russell can get a new badge if he assists ★★★★★.
4. If Russell gets that badge, he will become ★★★★★.
5. Carl wants Russell to ★★★★★ Snipy.

4 Watch the second episode and discuss the questions.

1. Where do you think the men want to take Carl?
2. What does one of the men say about the yard?
3. What does Carl promise to do when he gets to his destination?
4. How do people feel when they see the flying house?
5. How does Carl feel when his house floats in the sky?



5 Watch the third episode and complete the sentences.



1. Carl and Russell get surprised because the dog can ★★★★★.
2. For the dog, his master is ★★★★★ and ★★★★★.
3. Carl doesn't want Russell to ★★★★★ the dog's collar.
4. The dog wants to take ★★★★★ to the camp as a prisoner.
5. Russell wants to take ★★★★★ with them.

6 Discuss the questions with a partner.

- What do you think will happen to Russell and Carl?
- How do you think the film will end?

Writing Tips!

What is a Concluding Sentence?

A concluding sentence is the last sentence in a paragraph. It summarises the main idea of the paragraph.

DO

- Restate the topic sentence using synonyms.
- Restate the topic sentence using a different kind of sentence.
- Wrap up your paragraph.
- Use transition words to signal the end of your paragraph.

DON'T

- Copy the exact wording of the topic sentence.
- Include a new topic.
- Focus on a small idea.

Transition words for starting a concluding sentence:

To sum up, Overall, In a word, In conclusion, To conclude

1 Read the topic sentences and decide if the concluding sentences are Good or Bad.

1. Playing outside has several advantages.

- a) To sum up, anyone can benefit physically and emotionally from playing outside.
- b) In a word, my friends and I often play outside after classes every day.

2. My first day of school was a disaster.

- a) To conclude, my school is far from my home.
- b) Overall, my first day of school was really bad.

3. My study room is the best place in my house.

- a) To conclude, my study room is my favourite place in my house.
- b) In a word, my room is large and clean, but it is also messy.

4. I don't want to travel abroad in summer for some reasons.

- a) In short, these are the reasons why I want to travel abroad this summer.
- b) To sum up, these are the reasons why I prefer to stay in my country in summer.

2 Read the paragraph and choose the best concluding sentence.

There are some reasons why my home is the best place to live in. First of all, I can feel comfortable only at home. I can wear my favourite clothes, study and sleep in my cosy bedroom. Secondly, I feel very safe only at home. I can lock the door and shut the world out. In addition, it is a place full of special moments and memories. From the bookshelf to my grandmother's old carpet, everything has a story and a place in my heart. Finally, I have my loved ones close by only at home. It makes coming home after a long day more enjoyable. ★★ ★.



- a) In conclusion, my home is a place where I don't feel in danger.
- b) Lastly, I think my home is the best place to live in.
- c) In a word, home is a place where we remember our past.
- d) To sum up, these are the reasons why I think my home is an ideal place to live in.

3 Write a concluding sentence to go with each topic sentence below using a transition word.

- 1. My house is the most comfortable house in the world.
- 2. I want to move to another house for three reasons.
- 3. We can't rent an apartment in the city centre for some reasons.
- 4. I would like to travel to Mars for several reasons.
- 5. My favourite place is the park near my school.
- 6. It is wonderful to have a relaxing place near your house.

4 In groups, choose one of the topics below and write a paragraph.

The best place to relax in my hometown

The best place to spend a summer holiday

The ideal place to spend a winter holiday

A great activity to do at the weekend

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.



1. Can you **imagine living** in space for several years? I am sure it is not easy, but I have decided to become an astronaut **since** I grow up.

2. My friend **suggested to visit** her grandparents next weekend. However, I don't think I'll be able to go with her.

3. Last year, we **had to live** with my grandparents because we **couldn't afford to renting** an apartment.

4. I don't often receive guests in my house because I have enough space.

5. Julia's mother is often angry with her because she **fails to keeping** her room clean.

6. Most visitors **spend the day enjoy** the landscape from the top of the mountain.

7. The family decided to live in a caravan because they **wanted to safe** some money. They don't want to spend money **on** electricity, gas or heating.

8. You need to be creative if you really want to be successful.

9. Esmira was ill. Her classmates **agreed visiting** her after the classes.

10. I wake up **early** every morning because I am **afraid of to be** late to the first lesson.

11. **Access with** the house isn't difficult because the roads are well-kept.

12. Ted is a quiet person. He almost never speaks, but I don't **mind walking** home with him.

13. The house provides me with everything. So, I **don't want to move** to another place.

14. Some people think that recycling waste is not a good idea.

UNIT 6

CHANGE-MAKERS

FOCUS ON THE TOPIC

Work in small groups. Describe the pictures and say how young people can help make positive changes in each situation.



Vocabulary

1 Read the texts about young change-makers and match them (A-C) to the sentences(1-4). One sentence is extra.

1. This change-maker saved his/her country's people from darkness.
2. This change-maker could change the law in his/her hometown.
3. This change-maker had to leave his/her home country.
4. This change-maker invented a new device.

A. Mohamad Al Jounde, 18 Syria

Mohamad grew up in Syria but moved to Lebanon when life became too dangerous at home. Like thousands of refugee children 🧒🧒, Mohamad couldn't go to school. So, he decided to **motivate**¹ children in the same situation. Together with his family, 12-year old Mohamad built a school in a refugee camp 🏠 where 200 children now access their right to education. He helps children to learn and have fun with games and photography. Mohamad's hard work and **luck**² helped him to change the lives of many refugee children. *Children's Peace Prize and MTV's Generation Change Award* are among his **achievements**³.



B. Melati Wijsen, 19 Indonesia

Melati grew up on the island of Bali, a place where plastic waste 🗑️ caused a real danger. Once when she was swimming in the ocean, she came out of the water with a plastic bag around her arm. So, Melati decided to start "Bye Bye Plastic Bags" campaigns. She didn't do it **on her own**⁴. Her younger sister helped her organise beach clean-up campaigns. Now, thanks to Melati, people in Bali **are not allowed to**⁵ use single-use plastic. Melati and her sister were part of TIME Magazine's *Most Influential Teens* and CNN's *Young Wonders* in 2018.



C. Salvador Gómez-Colón, 17 Puerto Rico

When there was a hurricane 🌀 in Puerto Rico in 2017, Salvador got the **opportunity**⁶ to help people in his country. The government **expected**⁷ to have a serious problem - no power or electricity for at least a year and said that they were **open to**⁸ ideas. So, Salvador started the 'Light and Hope for Puerto Rico' campaign. He provided more than 3,100 families with solar-powered lamps 🔦 and hand-powered washing machines 🧺. Now, Salvador continues to support the smart energy systems in Puerto Rico and has started the 'Light and Hope for the Bahamas' campaign. Salvador has received several awards for the help to his community.



- 2** Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word/phrase.

1. motivate (v.)

- a) provide someone with a reason to do something
- b) take something from someone

2. luck (n.)

- a) success because of chance rather than one's own actions
- b) laziness because of technology

3. achievement (n.)

- a) something which someone couldn't do successfully
- b) something which someone has done successfully, especially after a lot of hard work

4. on one's own

- a) not alone, with the help of others
- b) alone, without the help of others

5. be allowed to do sth

- a) have freedom to do something
- b) have time to do something

6. opportunity (n.)

- a) a chance for progress
- b) difficulty because of a problem

7. expect (v.)

- a) believe that something happened
- b) believe that something will happen

8. be open to sth

- a) be tired of waiting for something
- b) be ready to accept something new



TRACK 16

Listen and check your answers. Pay attention to the pronunciation.

- 3** Complete the sentences with the words/phrases from Task 2.

- 0. I don't need any help. I can clean up my room on my own.
- 1. I won't ★★★★★ do anything if I don't finish my homework.
- 2. I ★★★★★ to get an email from my friend soon.
- 3. The coach is trying to ★★★★★ his players to win the game.
- 4. She always wears a red bracelet because she thinks that it brings her ★★★★★.
- 5. Young people should ★★★★★ advice from the elderly.
- 6. Because of the pandemic, he missed the ★★★★★ to study abroad.
- 7. My brother successfully completed the marathon. It is a great ★★★★★ for him.

Reading

1 Discuss the questions with a partner.



- Why has football become so popular around the world?
- How popular is women's football in Azerbaijan?

2 Read the article about Maryam, a football player, and answer the question. Choose a, b, c or d.

Which topic is **NOT** mentioned in the article?

- a)** Her parents' reaction to her decision
- b)** The support she got from a family member
- c)** The team she is playing for now
- d)** One of the matches she lost

I've loved football since I was a child. My dad and I used to watch our favourite team together and shout at the TV when things went wrong. When our team scored, we both got very happy. Then I didn't know that one day I was going to become a professional footballer.

When I was 8 years old, I said I wanted to play football. People around me said it wasn't for girls. At school, I wasn't allowed to play with the boys. They sometimes only let me be a goalkeeper because they thought I couldn't do anything else. That was when I promised myself to play for the national team and represent my country abroad in the future.

Once, I came back home from school and told my parents that I wanted to be a football player. Neither of my parents expected this. Luckily, they were open to the idea. Together with my parents, we found a football club for girls, Gomrukchu FC. I became a goalkeeper for the Under 13s team. That was the start of my journey to the world of professional football.

I spent two years at Gomrukchu FC. My grandfather was my biggest fan. He was there with me for every match. Sometimes he had to travel hundreds of kilometres to watch me play, even in the snow and rain. Because of the coronavirus pandemic, I spent a lot of time away from the team. That was a true challenge because I had to stay motivated and train on my own again.

Returning to football after more than a year motivated me a lot. In one match, I played very well and got an invitation to play for the U17 National Team of Azerbaijan. I made my debut in the European Championship against Montenegro as a goalkeeper in September of 2021.

I am now eighteen years old and the goalkeeper of the first team of Neftchi PFC. I play for the U19 National Team of Azerbaijan. Unfortunately, my grandfather is no longer with us, so he cannot see my achievement. I have come a long way, but I still have a long way to go.

Some people call me lucky and I agree. But as someone once told me, we make our own luck by working hard and using the opportunities on the way.



FOOTBALL IS FOR FOOTBALLERS!

3 Read the article again and choose the correct options.

- 1.** In her childhood, Maryam
 - a) played football with her dad.
 - b) was a football fan.
 - c) watched football alone.
- 2.** At the age of 8,
 - a) she sometimes played as a goalkeeper.
 - b) the boys from school discovered her talent in football.
 - c) she represented her country abroad.
- 3.** When she shared her decision with her parents,
 - a) none of them liked it.
 - b) one of them disagreed.
 - c) both had the same reaction.
- 4.** Her grandfather
 - a) also played football professionally.
 - b) often travelled on business.
 - c) was Maryam's main supporter.
- 5.** After the pandemic, Maryam ★★★ the U17 National Team of Azerbaijan.
 - a) joined
 - b) played against
 - c) had to leave
- 6.** Maryam thinks that she is successful because of
 - a) hard work and chances.
 - b) luck only.
 - c) her grandfather's support.



4 Work in groups. Prepare a presentation about a famous sportsperson.
Focus on these questions:

- How did he/she start?
- What difficulties did he/she have on his/her way?
- What has he/she achieved?

Grammar A

1) Look at the news headlines and discuss the question.

- What do you think the story behind each news headline is?

Bangladeshi Teenager Stops More Than 600 Child Marriages in Two Years

Iqbal Masih Who Fought against Child Labour Lost His Life

escape - to get away from a place where you are in danger

child labour - the use of children to do work

encourage - to help someone to feel confident and able to do something

2) Now read the news stories and check your guesses.

Iqbal Masih was five years old when he started working in a carpet  factory in Pakistan. The factory owner didn't **let** him leave the factory. He **made** him work 12 hours a day, six days a week for five years. At the age of 10, Iqbal escaped from the factory. He travelled the world and fought against child labour. He **wanted** other children to leave their owners. On Sunday April 16, 1995, Iqbal's life came to an end at the age of 12. He was killed when he was riding his bicycle.



Every minute, 23 girls under the age of 18 get married around the world. In Bangladesh, 50 percent of girls get married when they are still children.

Dola is a young change-maker from Bangladesh. When she was 10 years old, she **asked** her mother to share a childhood memory. Her mother couldn't find one because her parents **made** her marry when she was just 13.

When Dola learned about it, she felt sad for all the girls who didn't have any childhood memories.

In the last two years, Dola and her team have talked to thousands of parents and **encouraged** them to educate their daughters. So far, they have been able to stop more than 600 child marriages.



3 According to the news stories, mark the sentences as True or False.

1. Iqbal Masih started working at an early age.
2. He wanted other child labourers to leave their owners.
3. Dola's mother got married at a young age.
4. Dola works on her own to stop child marriage in her country.

4 Pay attention to the boldfaced verbs in the news stories in Task 2 and complete the table.

verb + object + to + infinitive	verb + object + bare infinitive (infinitive without to)
Examples: wanted other children to leave, ★★★★, ★★★★★, ★★★★★	Examples: let him go, ★★★★★



GRAMMAR TARGET

verb + object + infinitive with or without to

Study the rules and examples on Page 123 before you do the following tasks.

5 Listen and match people to the statements. One statement is extra.



TRACK 17

- | | |
|------------------|---|
| Speaker 1 | a) This person advises a child to study more. |
| Speaker 2 | b) This person is making a child eat all the food on the plate. |
| Speaker 3 | c) This person doesn't let a child go out alone. |
| Speaker 4 | d) This person invites a friend to eat out. |
| | e) This person teaches a child how to pronounce a word. |

6 Complete the sentences with the correct forms of the verbs in brackets.

0. My parents rarely allow me to go out (go out) at night.
1. Let them ★★★★★ (know) that failure will never stop me.
2. I asked her ★★★★★ (lend) me her book for a week.
3. He begged me ★★★★★ (forgive) him for everything.
4. I expect them ★★★★★ (arrive) at home soon.
5. We invited them ★★★★★ (have) dinner with us.
6. His parents made him ★★★★★ (clean) his room every day.
7. I want him ★★★★★ (call) me as soon as possible.
8. I would like you ★★★★★ (listen) to my story carefully.

7 In groups make up a news story about a change-maker. Use verb + object + infinitive with or without to.

Grammar B

1 Discuss the questions with a partner.

- Are there many street animals in the place where you live?
- Have you ever helped them? If yes, how?

2 Read the text and decide if the sentences are True or False.

As a young photographer, Kanan has always been interested in taking photos of animals.

Once, when he was walking in the city on a rainy day, he saw a kitten. It was trying to **stay** dry next to a wheel. It **seemed** thinner and **looked** helpless. Kanan knew he had to take a photo of that moment and show it to the world. He also wanted to do something to help the kitten. He made it his mission to find a safe home for the kitten.

As he shared the photo on his Facebook account, something amazing began to happen. More and more people started to like his post. They started asking questions like "What's that cat's name?" and "Does it have a home?" They wanted to know the story behind it.

Soon a family decided to take the kitten home. A few days later, they started sharing the kitten's photos. The kitten **appeared** happier and healthier with each passing day.

Kanan continues to share photos of street animals. He also shares their locations so that people can find and adopt them.

Kanan's photos began to make others think about street animals. People also started sharing the photos of animals they came across while walking.

Now people know Kanan as the young photographer who shares the beauty of street animals and saves their lives.



1. The kitten was standing next to the wheel because it didn't want to get wet.
2. Kanan shared the kitten's photo because he wanted to find its owner.
3. Kanan's post attracted many people.
4. The kitten is getting better and better.
5. Kanan has stopped taking photos of street animals.

- 3 Pay attention to the boldfaced words in the text in Task 2 and choose the correct option to complete the rule.

We use **adjectives/adverbs** after the linking verbs *seem, look, appear, stay*.



GRAMMAR TARGET

Adjectives after linking verbs

Study the rules and examples on Page 123 before you do the following tasks.

- 4 Look at the photos and complete the sentences with the linking verbs from the box. You may need to change the verb forms.

look

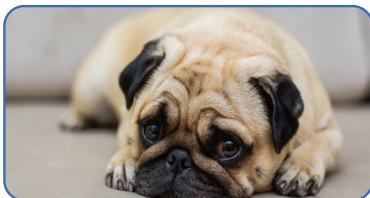
taste

feel

smell

stay

seem



0. When we found the dog, it looked sad.



1. She could ★★★ calm when she saw a fox.



2. He tried the meal and said that it ★★★ bad.



3. The flowers from the grandfather's garden ★★★ wonderful.



4. Leyla ★★★ bad. She doesn't want to go out.



5. Our new classmate ★★★ smart. He can solve all maths problems easily.

- 5 Choose the correct options to complete the sentences.

0. She sang the song **beautiful**/ beautifully.
1. We became very **scared**/ **scaredly** after we saw a big spider on the wall.
2. The teacher looked at us **angrily**/ **angry** after he saw his students' results.
3. After students had six lessons, they looked **tiredly**/ **tired**.
4. The pizza tasted **bitterly**/ **bitter**. So, nobody could eat it.
5. The two boys talked **loud**/ **loudly** for an hour.
6. When the teacher entered the room, the students became **quiet**/ **quietly**.

- 6 In groups, make up a story about a young person who saved a street animal. Use the linking verbs. Then present the story to the class.

Listening

1 Discuss the following questions with a partner.

- How important do you think it is to help the poor?
- Do you think that only the rich should help the poor? Why or why not?



2 Listen to the interview with Richard and answer the question.



TRACK 18



- What is Richard's story mainly about?

- A.** how he saved a homeless person
- B.** how he helped the homeless
- C.** a cafe he opened for the homeless
- D.** what he wants to do for the homeless

raise money- to collect money for a special purpose

- 3** Listen to the interview again and decide if the sentences are True or False.



1. He learned about the homeless from a social media site.
2. When he learned about them, he was celebrating his 9th birthday.
3. The weather was cold outside when they decided to visit the place.
4. That day, he gave the homeless a lot of money.
5. His father made a video of the homeless and posted it on Facebook.
6. He collected \$ 500,000 for the homeless.
7. He spent all the money on a big house for the homeless.
8. The homeless haven't moved to the house yet.



- 4** Work in groups. Imagine that, as a part of a project, you raised ₺ 50,000 to help five homeless children all aged 14. Discuss the ways you are going to spend the money to change their lives. Then make a group presentation.



Sending them to a private school



Buying a small house for them



Giving the money to them



Suggest your own idea

USE OF ENGLISH

1) Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. My teacher always tries to **expect** us to do better.
2. I **appear** to receive a response to my email soon.
3. If you work hard, you can **allow** your goals.
4. My parents don't **achieve** me to stay out late on weekends.
5. Today the stars **motivate** brighter in the sky.

2) Match the halves.

1. raise	a) wrong
2. be open	b) beach clean-up campaigns
3. go	c) to plastic use
4. say no	d) to ideas
5. organise	e) money

3) Complete the sentences with the prepositions below. You can use some of them more than once.

with

to

against

in

from

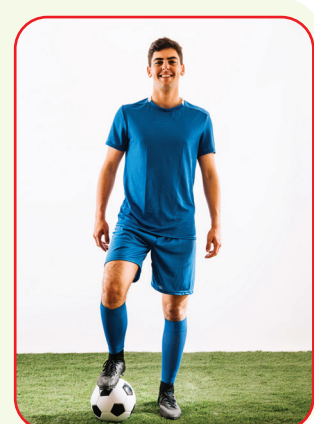
at

on

1. Jessica was scared. She was ★★★★★ the island ★★★★★ her own.
2. Thanks ★★★★★ my parents, I was able to get a good education.
3. I heard someone shout ★★★★★ me, but I didn't know who it was.
4. He tried to escape ★★★★★ the prison, but the police caught him.
5. Many organisations are fighting ★★★★★ child marriage.
6. I am interested ★★★★★ learning about different cultures.
7. If you want to improve your language skills, you need to keep ★★★★★ practising.
8. She spends a lot of time ★★★★★ social media, chatting ★★★★★ her friends.

4) Read the text and fill in the gaps with an appropriate form of the word given in brackets.

Ali is a young 1) ★★★★★ (football). He made a 2) ★★★★★ (decide) to become a football player when he understood that football brought him 3) ★★★★★ (happy). People think that he is 4) ★★★★★ (luck) to have a father who was a famous football player. However, Ali's 5) ★★★★★ (achieve) are well-deserved. In 2018, he got an invitation to play for the 6) ★★★★★ (nation) team. It was a proud moment for him and his family. He knew he had to stay 7) ★★★★★ (motivate) and continue doing his best. His fans believe that he will make positive changes in football in his country.



5 Read the text below and decide which answer (a, b or c) best fits each gap.

A change-maker is 1) ★★★ who finds ways to motivate himself/herself and others to make changes in the community. Change-makers don't wait for luck or promise to come their way, instead they create their own 2) ★★★. If you want 3) ★★★ a change-maker, I advise you to start with finding a problem. Don't be afraid to take risks. Sometimes the greatest 4) ★★★ come from the biggest risks. However, it's important to remember that 5) ★★★ is also a part of the journey. Don't let it 6) ★★★ you but use it as your motivation. 7) ★★★ you want to become an effective change-maker, it's important to motivate others as well. Encourage others 8) ★★★ you. Show them that change is possible and tell them that you need 9) ★★★ help. In short, being a change-maker is not easy. With hard work, you can make a real difference in the world. So, go out 10) ★★★ make the change you want to see!



1	a. someone	b. something	c. no one
2	a. invitations	b. advice	c. opportunities
3	a. becoming	b. to became	c. to become
4	a. achievements	b. communities	c. promises
5	a. fail	b. failure	c. fails
6	a. to stop	b. stopping	c. stop
7	a. If	b. But	c. So
8	a. join	b. to join	c. joining
9	a. their	b. theirs	c. themselves
10	a. also	b. however	c. and

TIME TO WATCH

- 1 You are going to watch episodes from the animated film *Zootopia*. Before that, read the text about it and decide if the sentences are True or False.

Zootopia is an animated film about a young rabbit called Judy Hopps. Judy dreams of becoming a police officer. She works hard to achieve her goal and becomes the first rabbit police officer in the big city of Zootopia. She teams up with a fox named Nick Wilde. Judy at first does not like Nick, but the two later become friends. They together solve a big problem that could harm the city. This movie teaches us to accept others and keep trying even when things are hard. It's good for both kids and grown-ups.



1. The main character of the film is Judy Hopps.
2. Judy and Nick work together.
3. The film is for children only.

- 2 Read the sentences. The words in bold are used in the video. First, guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1 I **messed up** on the test and decided to do it again.

2 We must **recognise** that first we need to change ourselves.

3 I am happy that I **get along with** all my classmates.

4 I **gave in** when I saw that he played much better than me.

5 It was difficult, but she **kept on** trying.

6 Take a deep **breath**, and you will feel relaxed.

a to have a good relationship with someone

b the air taken into or from the lungs

c to do something wrong or badly

d to stop competing and accept that you cannot win

e to understand

f to continue doing something

- 3 Watch the first part of the video and complete the sentences.

1. In her childhood, Judy thought that Zootopia was a ★★★ place.
2. But in real life, we all make ★★★.
3. Everyone has to try to make the world ★★★.
4. Look inside ★★★ and recognise that change starts with you.



- 4 Before you watch the video clip of the song *Try Everything* from *Zootopia*, read the lyrics and guess the missing words. Then watch and check your answers.

Oh, oh, oh, oh, oh } 4

Part 1

I messed up tonight, I lost another fight
Lost to myself, but I'll just start 1) ★★★
I keep falling down, I keep on hitting the ground
I always get up now, see what's next
Birds don't just 2) ★★★ , they fall down and get up
Nobody learns without getting it 3) ★★★



Part 2

I won't give up, no, I won't give in
Till I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

Oh, oh, oh, oh, oh, try everything } 3

Part 3

Look how far you've come, you filled your heart with love
Baby, you've done enough, take a deep breath
Don't beat yourself up, no need to 4) ★★★ so fast
Sometimes we come last, but we did our best

Part 2 } 2

Part 4

I'll keep on making those new mistakes
I'll keep on making them every day
Those new 5) ★★★

Oh, oh, oh, oh, oh } 4
Try everything



- 5 Watch the video clip and sing the song.

Writing

Writing Tips!

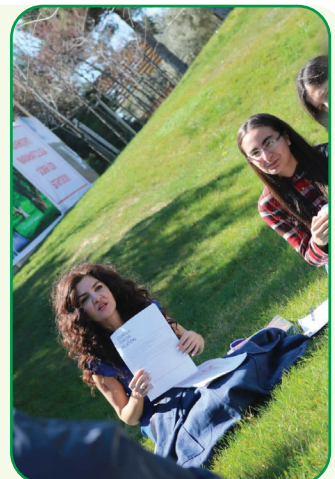
Five features of a well-written paragraph

1. **The first sentence of a paragraph is indented.**
Remember that the first line of a paragraph starts about a half inch in from the margin.
2. **A paragraph has a topic sentence that states the main idea.**
The topic sentence is like a short summary of the paragraph. It lets the reader know what the paragraph will be about.
3. **All of the sentences are about one topic.**
Each sentence of the paragraph relates to the topic sentence and its controlling idea. There aren't any irrelevant sentences or ideas.
4. **Transition words are used to link together the ideas.** Think of transition signals as road signs that help your reader follow the direction of thought in your paragraph. Without clear transition signals, your reader may easily become lost or confused.
5. **The concluding sentence brings the paragraph to a logical conclusion.**
The concluding sentence is a restatement of the topic sentence.

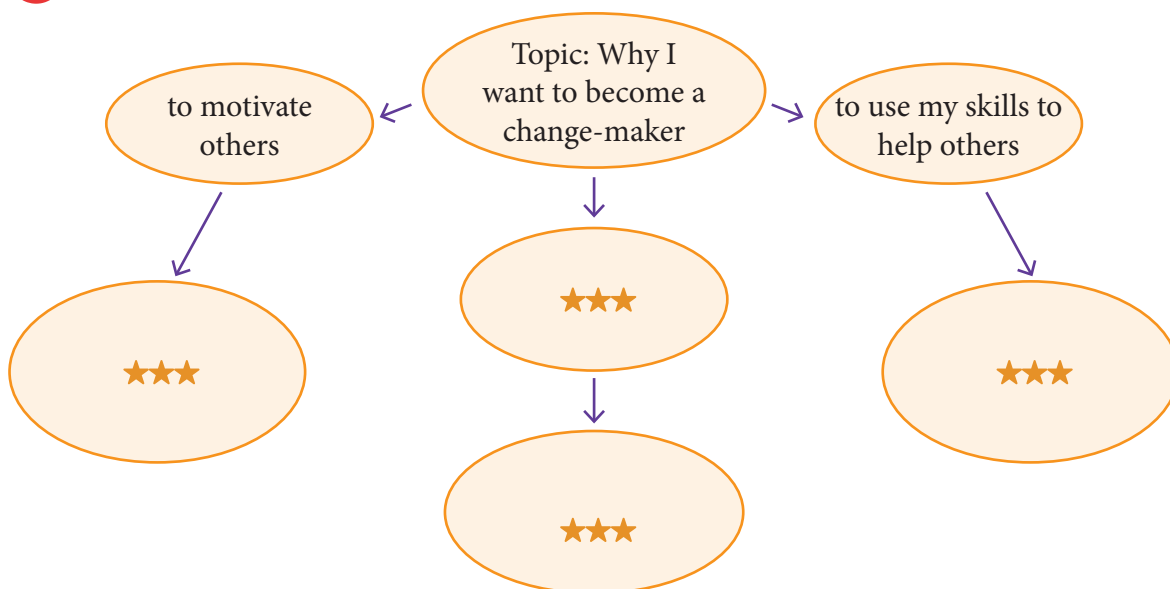
1 Read the paragraph written by a student and answer the questions.

- Is it a well-written paragraph? Why or why not?
- What can you do to make it better?

Mrs Mustafayeva is a change-maker teacher. Moreover, she always motivates her students to work harder. After she started teaching my group, even weak students got interested in lessons. In addition, her teaching style makes our classes more fun. We have learned a lot of new topics by playing games and watching videos. She encourages us to have strong friendships outside the classroom. We often get together, go to the cinema and visit amusement parks. She is also my neighbour. Finally, Mrs Mustafayeva is the teacher who can bring changes to the lives of her students.



- 2 Fill in the rest of the brainstorming with your own ideas.



- 3 Fill in the outline using the brainstorming in Task 1.

Topic: Why I want to become a change-maker

Topic sentence: ★★★★★

Body:

- ★★★★★
- ★★★★★
- ★★★★★

Concluding sentence: ★★★★★



- 4 Write a paragraph and exchange it with a partner. Read your partner's paragraph and answer the Peer Editing Questions.

1. Does the paragraph have a clear topic sentence?
2. Does the topic sentence have a controlling idea?
3. Does the paragraph have supporting sentences?
4. Do the supporting sentences relate to the topic?
5. Does the paragraph have a concluding sentence that restates the main idea?

- 5 Write your suggestions to help your partner improve his/her paragraph.

Mistake Detector

Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.



1. When I was a child, I wasn't allowed going out with friends.
2. My teacher asked me to read story books during my summer holiday.
3. My friend looks happily because he has passed a difficult test.
4. Nelly doesn't like spending time on her own. She likes going out with friends.
5. They didn't expect us to arrive at the station on time. So, when they saw us, they were surprised.
6. You made a right decide to join our team. Your skills will help us to win the game.
7. I advise you working hard if you don't want to fail.
8. He is a fast runner. He also seems cleverly. I expect him to became famous one day.
9. When he failed, he didn't give on. He kept on working and became successful.
10. Don't let the kids to make noise. I am working on an important project.
11. When the news programme started, everyone became quietly. They expected to hear good news.
12. The teacher made his students staying after classes and do extra exercises.
13. If you try, you can make the world a better place to live in.
14. All people make mistakes, but only wise people learn from their mistakes.

Irregular Verbs List

Simple form	Past	Past participle
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Simple form	Past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunken
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

Grammar Bank

UNIT 1. GRAMMAR A



Present Perfect

Affirmative Sentences

SUBJECT	HAVE/ HAS	PAST PARTICIPLE	
I/You/We/They	have	travelled	to Türkiye.
He/She/It	has	flown	

Contractions

I've/ You've/ We've/ They've	travelled	to Türkiye.
He's/ She's/ It's	flown	

Yes/No Questions

HAVE / HAS	SUBJECT	PAST PARTICIPLE	
Have	I/ you/ we/ they	travelled	to Türkiye?
Has	he/ she/ it	flown	

Short Answers

YES	SUBJECT	HAVE/ HAS		NO	SUBJECT	HAVE/ HAS
Yes,	I/ you/ we/ they	have.		No,	I/ you/ we/ they	haven't.
	he/ she/ it	has.			he/ she/ it	hasn't.

Negative Sentences

SUBJECT	HAVE/ HAS	NOT	PAST PARTICIPLE	
I/You/We/They	have	not	travelled	to Türkiye
He/She/It	has		flown	

Contractions

I/ You/ We/ They	haven't	travelled flown	to Türkiye.
He/ She/ It	hasn't		

Information Questions

WH word	HAVE/HAS	SUBJECT	PAST PARTICIPLE	
Who	have	you	seen	there?
How long	has	he	been	

Information Questions

WH word (SUBJECT)	HAS	PAST PARTICIPLE	
Who	has	seen	him?
What		happened	to him?

UNIT 1. GRAMMAR B



Present Perfect with **for**, **since**, **already** and **yet**

	MEANING	EXAMPLES
FOR	We use FOR when we measure the duration – when we say how long something lasts. We use FOR + a period of time to measure a period of time up to the present. for ten minutes FOR for three years for six days for three centuries	I have known her for a long time. I have lived here for ten years.
SINCE	SINCE gives the starting point of actions, events or states. It refers to when things began. SINCE + a point in time (in the past), until now. SINCE can also be used in the structure It has been + period of time + since. since 9 o'clock SINCE since I left school since Monday since the end of since 1981 last century	I've been here since 7 o'clock. I have known him since January. It has been two months since I last saw her. It has been three years since the last earthquake.
ALREADY	ALREADY means that something happened earlier than we expected. We put ALREADY after HAS or HAVE and before the main verb.	<i>I have already seen that film. I don't want to see it again.</i> <i>He has already done his homework.</i> <i>Have you already taken the book?</i>
YET	YET means that something that we expected hasn't happened. We usually put it at the end of a sentence.	<i>Ann has bought a new dress, but she hasn't worn it yet.</i> <i>I haven't watered the flowers yet.</i>

UNIT 2

GRAMMAR A



Present Perfect with **ever**, **never**, **just** and **recently**

EVER	We use EVER to ask if something has happened in your life until now. We can use EVER with superlatives and adjectives like 'only' and 'first'.	Have you ever eaten chicken in honey? It is the first time that she has ever tried Japanese food. It's the only thing that I've ever wanted.
NEVER	We use NEVER to say that something hasn't happened at any time up to the present.	I have never tried spicy shrimp toast. I have never eaten sushi.
JUST	We use JUST to talk about a very recent action which happened a short time ago.	A: It's cold here. B: Don't worry. I have just turned on the heater.
RECENTLY	We use RECENTLY to show that something finished within the last week or even further back in time.	She says she has been here recently. They have travelled a lot recently.

GRAMMAR B



Past Simple vs Present Perfect

Past Simple is used for:

- past actions that took place immediately one after another.
He woke up, had breakfast and left home.
- past habits or states which are now finished.
When I was 10 years old, I walked a lot.
- a complete action or event which happened at a stated time in the past.
I visited my grandparents last Friday. (last Friday is the stated time in the past)
- complete past actions not connected to the present with a stated or implied time reference.
Mikayil Mushfig wrote a lot of poems. (He is dead; he won't write any more)

Time expressions used with Past Simple:
yesterday, last week, ago, then, when, in 2020, etc.

Present Perfect is used for:

- recently completed actions and whose results are visible in the present.
He has written a paragraph. (We can see the paragraph.)
- actions that started in the past and continue up to the present with stative verbs: **be, have, like, know, etc.**
I have had a computer for two years.
- experiences.
I have tried windsurfing.
- actions which happened within a specific time period which is not over at the time of speaking. We use **today, this morning/ evening/ week/ month/ year, etc.**
I have spoken to her twice today. (The time period- today- is not over yet. I may speak to her again.)

Time expressions used with Present Perfect:
just, ever, never, already, yet, recently, so far, since, for.

UNIT 3. GRAMMAR A



Quantifiers and determiners

Few = not many/not enough
(has a negative meaning)

Few + plural countable nouns

In this street, few buildings survived the disaster.

Little = not much/not enough
(has a negative meaning)

Little + uncountable nouns

They had little time to leave their homes during the earthquake.

A few = some/a small number
(has a positive meaning)

A few + plural countable nouns

In this street, the earthquake damaged only a few buildings.

A little = some/a small amount
(has a positive meaning)

A Little + uncountable nouns

They had a little time to leave the area during the forest fire.

No = not or not any

No + a countable or uncountable noun

- *No rescue teams were able to reach the location.*
- *Unfortunately, because of the traffic accident, the village got no help on the first days of the disaster.*

None = not one or not any

None (without a noun)

- *How many rescue teams did your organisation send to the area?*
- *None.*

Note: We can use **none** with singular or plural nouns. It depends on the noun it refers to.
We need **doctors** in the area. **None have** arrived yet.
We need **baby food**. **None has** arrived yet.

None of + noun/pronoun

4 earthquakes have hit the city this month. Luckily, none of them were catastrophic.
None of the earthquakes were catastrophic.

Note: We can use a plural or singular verb with none of. The singular form is usually more formal. However, when none is used with an uncountable noun, the verb must be singular.
Different social media accounts shared information about the disaster. None of the information was correct.

All = every one, the complete number or amount or the whole

All + countable plural nouns + plural verb

All disaster survivors have bitter memories of the disaster.

All my aunts and uncles live in the area where the catastrophic landslide happened.

All the homes in the area were affected by the landslide.

All 25 homes were affected by the landslide.

All + uncountable nouns + singular verb

All information about the disaster was wrong.

Note: We can use *all* with *of*.

All of us are hoping for good news from the area.

I have sent all of my books to the earthquake survivors.

Note: We don't use *all of* with uncountable nouns.

All of information is wrong.

Grammar Bank

UNIT 3. GRAMMAR B



Quantifiers and determiners

Both (one and the other)	Both A and B	Both Ayan and Emily love living in villages.
	Both of + object pronoun	Both of them love villages.
Either (one or the other)	Either A or B	Farida can live either in a city or in a village.
	Either + a singular noun	Either place is a good option.
	Either of the + a plural noun	Either of the places is a good option for Farida.
	Either of + object pronoun	Either of them is a good option for Farida.
Neither (not one or the other)	Neither A nor B	Neither Nijat nor Kanan loves life in villages.
	Neither + a singular noun	Neither girl likes noise in the city.
	Neither of the + a plural noun	Neither of the boys prefers a quiet life.
	Neither of + object pronoun	Neither of them prefers a quiet life.

Neither is a negative word that we use **only with positive verbs**.

Neither girl loves living in the city.

~~Neither girls doesn't love living in the city.~~

UNIT 4. GRAMMAR A



Modal verbs: have to, don't have to, must, mustn't, cannot

Obligation

must + base form of the verb		have to + base form of the verb	
Affirmative	I/You/We/They must do it. He/She/It must do it.	Affirmative	I/You/We/They have to do it. He/She/It has to do it.
Question	Must I/you/he/she/we/they use gloves?	Question	Do I/you/we/they have to pay ? Does he/she have to pay ?

NOTE: For obligation in the past, we use **had to**.

Example: We **had to** wear white shirts and black skirts to school.

No obligation = **needn't, no need**

don't have to + base form of the verb

I/You/We/They **don't have to book** a table.

He/She **doesn't have to book** a table.

(It means, reservation isn't necessary. It is your choice to book or not to.)

REMEMBER! **Don't have to** isn't a negative form of **have to**.

Example: *You have to wear uniforms.* (- means it is a rule. You cannot go against it.)
You don't have to wear uniforms. (- means you can come without uniforms. It is your choice to wear uniforms or not.)

Prohibition

Can't/cannot + base form of the verb
= It is against the rules.
I/You/He/She/We/They cannot swim here.

mustn't + base form of the verb
= It is against the rules.
I/You/He/She/We/They mustn't take photos on the subway.



UNIT 4. GRAMMAR B

Be expressions

- We use **be about to** to talk about things which are going to happen very soon.

Example: I'm about to **lay** the table. Can I phone you back later?

- We often use **be about to** with **just**.

Example: I'm **just** about to **lay** the table. Can I phone you back later?

Note: When we use **be about to** in the past, it can refer to things that were going to happen but didn't.

Example: We were about to leave home when my brother felt bad. (**means we didn't leave**)

Remember: We don't use **be about to** with time expressions:

Example: We were about to leave home ~~in 5 minutes~~.

We use **be able to** to talk about abilities in places where it is not possible to use **can**. For example, it isn't possible to use **can** after another modal verb **will**.

Example: I **will be able to use** cutlery properly after the course.

I ~~will can use~~ cutlery properly after the course.

We use **be due to** to talk about things that are expected or planned to happen at a certain time. We often use it with a time expression.

Example: The course **is due to start** next week.

Grammar Bank



UNIT 5. GRAMMAR A

Infinitive

An infinitive is the basic form of a verb that usually follows "to": to go, to be, to want

Examples

We **agreed to meet** tomorrow.
 My family **can't afford to buy** a house.
 He **chose to study** in the evening.
 They **decided to take** a break after five lessons.
 They **deserve to be** happy.
 We **expect to get** an email from them today.
 He **failed to bring** the documents.
 I **hope to become** a doctor in the future.
 I don't **know how to get** there.
 We **need to speak** English fluently.
 They **offered to take** us to the party.
 They **plan to complete** the work tomorrow.
 I **promised to stay** calm.
 We **want to live** in peace.
 He **wished to have** a lot of money.
 We **would like to travel** a lot

Explanation

An infinitive is used after certain verbs and modal phrases:

agree
 afford
 choose
 decide
 deserve
 expect
 fail
 hope
 know how
 need
 offer
 plan
 promise
 want
 wish
 would like

He **promised not to leave** the house.
 The famous musician **decided not to die** rich.

Put "not" before an infinitive to make it negative.



UNIT 5. GRAMMAR B

Gerund

To form a gerund, we put an -ing ending on a verb. A gerund is used as a noun.

I **couldn't help laughing**.
 The students **enjoyed singing** a song.
Imagine walking in a forest at night.
 They **kept complaining** about the weather.
 I don't **mind having** one more lesson today.
 They **miss spending** their summer holidays in Baku.
 We often **practise speaking** English after classes.

A gerund is used after certain verbs:

can't help
 enjoy
 imagine
 keep
 mind
 miss
 practise
 recommend

They **recommended going** to the park.
 Steve **risked losing** all his money.
 The teacher **suggested having** a short break.

risk
 suggest

They were **afraid of being** late for the meeting.
 They **complained about having** no time for homework.
 All students **dream about passing** exams successfully.
 We are **excited about meeting** old friends tomorrow.
 The child was **good at drawing and dancing**.
 We are **interested in solving** all problems together.
 The astronaut **looks forward to seeing** his family.
 Yusif is **proud of getting** good grades.
 We are **worried about getting** to the destination late.

A gerund is used after prepositions:
 afraid **of**
 complain **about**
 dream **about**
 excited **about**
 good **at**
 interested **in**
 look forward **to**
 proud **of**
 worried **about**



UNIT 6. GRAMMAR A

verb + object + infinitive with or without **to**

Examples

My teacher **advised** me **to revise** grammar rules.
 Nick didn't **allow** his friend **to use** his mobile phone.
 She **asked** her mother **to share** a childhood memory.
 They **encouraged** parents **to educate** their daughters.
 They **invited** us **to attend** the party.
 He **wanted** other children **to leave** their owners.

Explanation

Some verbs can be followed by an object + an infinitive.

advise, allow, ask, beg,
 encourage, expect, invite,
 promise, teach, tell, want
 would like

Her parents **made** her **marry** when she was just 13.
 His owner didn't **let** him **leave** the factory.

The verbs *make* and *let* are followed by an object + infinitive without **to**



UNIT 6. GRAMMAR B

Adjectives after linking verbs

Forms of the verb **be** are always used as linking verbs. Other verbs such as *look, sound, appear, feel, smell, taste, feel, stay, get and grow* may be used as either action verbs followed by adverbs or as linking verbs followed by adjectives. To decide whether a verb is used to link or to show action, try substituting a form of *be*. If the sentence still makes sense, the verb is a linking verb and is followed by an adjective.

Tural seems shy.

Tural is shy.

Some verbs can be both linking verbs and action verbs, depending upon the meaning of the sentence. Remember that adjectives describe nouns or pronouns.

The dog looked angry. (The adjective *angry* tells us how the noun *dog* appeared.)

The dog looked *angrily* at its owner. (The dog is performing the action of looking.)

The adverb *angrily* tells us about the verb. It tells us how the dog performed the action.)

Extra Practice Activities

Unit 1

Listening and Writing Practice

(1) Listen to the radio interview and complete the notes/sentences.

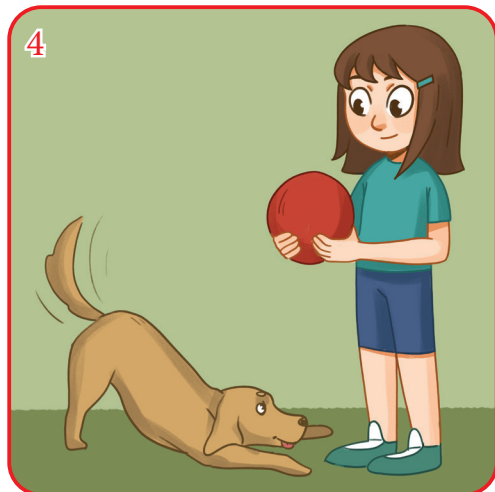
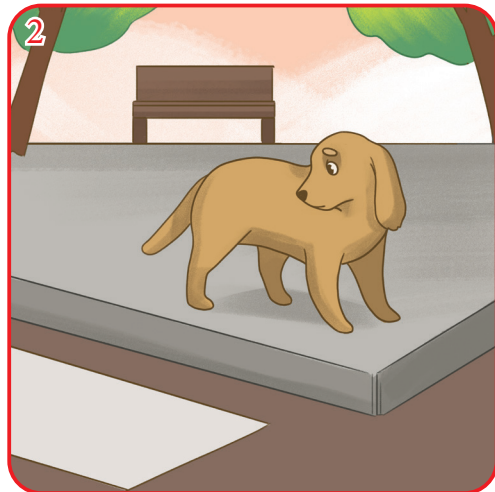


TRACK 19

1. Date of the survey: ★★★★★
2. Most popular type of entertainment: ★★★★★
3. 30% of students take part in ★★★★★.
4. ★★★★★ % of students go to the gym.
5. 8% of students ★★★★★ at least two hours a day.
6. The least popular entertainment: ★★★★★
7. They don't often buy books because of ★★★★★.



(2) Look at the pictures and make up a story. Word limit: 80–120 words



Speaking Practice

Work in groups. Your school is going to introduce some new activities. You have to give your opinion on the suggestions below.

- How useful do you think these activities will be for you and for your classmates?
- Which two activities will attract more students?



Giving an opinion	In my opinion, ★★★★★ . If you ask me, ★★★★★ .
Expressing agreement	I agree with you because ★★★★★ . That's a great idea! That's what I think!
Expressing disagreement	I see what you mean, but ★★★★★ . I completely disagree with you.

Extra Practice Activities

Language Practice

1 Read the text below and decide which answer (a, b or c) best fits each gap.

Since Aida was born, she 1) ★★★ on the coast of the Caspian Sea, where there are a lot of sandy beaches and warm sunny days. It's the perfect 2) ★★★ for her favourite hobby—making sand sculptures. She 3) ★★★ keen on making sand sculptures since she was a child. Today her sculptures are popular on social media. She has had her own YouTube channel 4) ★★★ two years. She has 5) ★★★ uploaded 50 videos on her channel! Many people follow her channel and comment on her videos. Aida also teaches sand sculpture to kids. 6) ★★★ love learning how to build castles from sand. Aida says, “People say that building sand sculptures is 7) ★★★ kids, but I disagree. I think all people should try to build a sand sculpture at least once in 8) ★★★ lifetime.”



1.	a. lives	b. living	c. has lived
2.	a. attraction	b. place	c. weather
3.	a. is	b. was	c. has been
4.	a. for	b. since	c. from
5.	a. already	b. yet	c. still
6.	a. We	b. They	c. Their
7.	a. for	b. from	c. because of
8.	a. its	b. her	c. their

2 Complete the sentences with the correct form of the verb in brackets.

- How long ★★★ (you/know) your best friend?
- How long ★★★ (you/have) a computer?
- I ★★★ (tell) you three times already. Don't touch my mobile phone.
- I ★★★ (not/ be) to the new library yet. I am planning to go there next week.
- ★★★ (you/see) Murad yet? He came back from the UK yesterday.
- I ★★★ (not/speak) to my friend since morning.
- We need to borrow new books from the library. We ★★★ (already/read) our own books.
- My grandparents ★★★ (be) married for more than 50 years.

Unit 2

Listening and Writing Practice

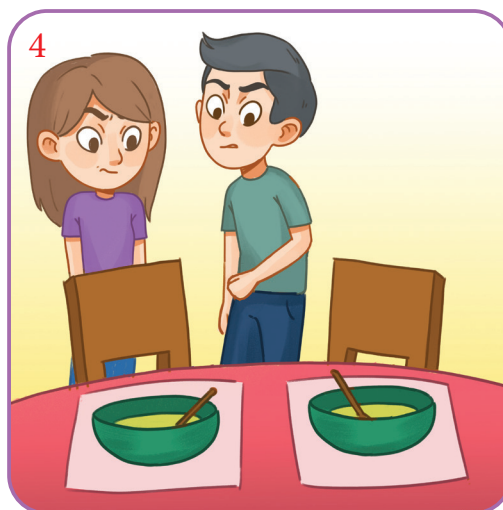


1 Listen to the conversation. Are the sentences True or False?

1. Mary prefers eating local food only.
2. John has never eaten Thai food.
3. Mary found the Japanese food delicious.
4. John invites Mary to try Azerbaijani food.
5. Mary and John agree to eat together on Wednesday.



2 Look at the pictures and make up a story. Word limit: 80–120 words.



Extra Practice Activities

Speaking Practice

Work in groups. Imagine that you are going to eat out in a restaurant.

- Talk about each of these choices and say which one you would/wouldn't like to eat.
- Agree on two that all of you would like to have. Explain your choices.



Useful Language

Expressing your likes and dislikes	I (really) like/love/enjoy ★★★★★ . I don't (really) like ★★★★★ . I prefer ★★★★★ . The thing I like most is ★★★★★ .
Asking for an opinion	What do you think about ★★★★★ ? What's your opinion ★★★★★ ? How about ★★★★★ ?
Concluding the discussion	Shall we stick to ★★★★★ ? Shall we agree on ★★★★★ ? So, we have decided to ★★★★★ .

Language Practice

1 Read the text below and decide which answer (a, b or c) best fits each gap.

If you are looking for a great meal, you 1) ★★★★★ go to Nisa's Restaurant. The restaurant 2) ★★★★★ many awards for its great dishes. Everything at this restaurant is delicious. If you go there, don't forget to 3) ★★★★★ a dessert. The ice cream cake is the best I 4) ★★★★★ ! The chef at this restaurant uses fresh ingredients. There is a large garden behind the restaurant where they grow vegetables. They use them in the dishes. For this reason, I think Nisa's is a great choice 5) ★★★★★ you can't cook at home. The restaurant is very busy, so it's a good idea to make a reservation. The service is fantastic. The workers are friendly and 6) ★★★★★ always bring your food very quickly. The inside and outside of the restaurant 7) ★★★★★ both great places to eat. If it's cold outside, try to get a seat next to the fireplace. In nice weather, you can enjoy your dinner in the garden. When my family has something to 8) ★★★★★ , we choose Nisa's. If you haven't eaten at Nisa's restaurant 9) ★★★★★ , visit the place today!



1	a. can't	b. don't	c. should
2	a. has won	b. wins	c. was winning
3	a. drink	b. try	c. use
4	a. have never had	b. have ever had	c. have already had
5	a. but	b. and	c. if
6	a. they	b. we	c. he
7	a. is	b. are	c. to be
8	a. award	b. spread	c. celebrate
9	a. already	b. yet	c. ever

2 Complete the sentences with the correct form of the verb in brackets. Use Past Simple or Present Perfect.

1. We ★★★★★ (see) a good movie last week.
2. I ★★★★★ (take) a lot of pictures last summer.
3. I ★★★★★ (not/phone) my friend yet.
4. Daniel ★★★★★ (already/finish) his homework.
5. The teacher ★★★★★ (give) a lot of homework yesterday.
6. My sister ★★★★★ (never/be) abroad.

Extra Practice Activities

Unit 3

Listening and Writing Practice



1 Listen to 4 speakers. Choose the correct answer.

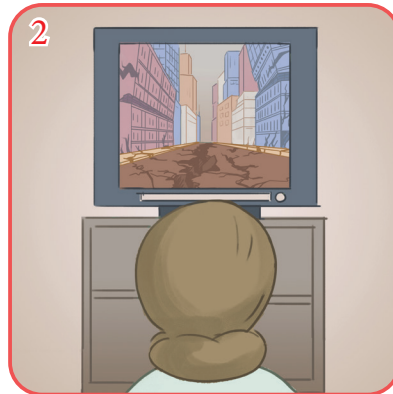
- Speaker 1 is talking about the ★★ ★ .
a) earthquake b) landslide c) gales
- Speaker 2 is talking about the ★★ ★ .
a) thunderstorm b) flood c) landslide
- Speaker 3 is talking about the ★★ ★ .
a) snowball b) gale c) avalanche
- Speaker 4 is talking about the ★★ ★ .
a) sandstorm b) thunderstorm c) windstorm

2 Look at the pictures and make up a story. Word limit: 80–120 words

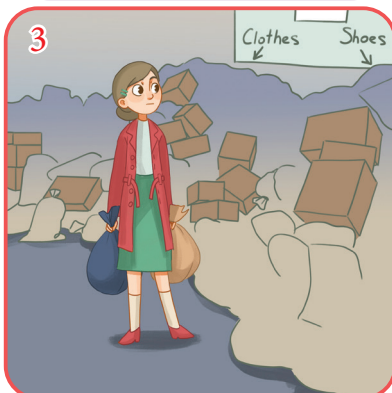
Hatay, Türkiye
February 6, 2023



Baku, Azerbaijan



Aid Collection
Centre, Baku



Speaking Practice

Work in groups and discuss the questions.

- How can each natural disaster affect people's life?
- How can these natural disasters affect the environment?



Useful Language

Giving an opinion	In my opinion, ★★★★★ . I think ★★★★★ .
Giving reasons for your opinion	★★★★★ because ★★★★★ . ★★★★★ so it's obvious that ★★★★★ . That means ★★★★★ .
Adding reasons	Another thing is ★★★★★ . As well as that, ★★★★★ . There's also the fact that ★★★★★ .

Extra Practice Activities

Language Practice

1) Read the text below and decide which answer (a, b or c) best fits each gap.

A storm chaser is a person who follows extreme weather events such as violent storms in order to experience, photograph or study them.

What do you do on weekends? 1) ★★★ people watch films or go shopping. Neither Kate nor her brother Tim 2) ★★★ staying at home. On weekends, they are storm chasers.

On Fridays, they check the weather forecast for the weekend. They are always excited when there is a tornado in their area. Tornadoes are fast and dangerous.

You can find 3) ★★★ people who are not scared of them, but both Kate and Tim 4) ★★★ them because tornadoes are exciting to watch. They take 5) ★★★ things with them when they go chasing tornadoes - a video camera, food and first-aid kit. Either Kate or Tim usually 6) ★★★ a video of the tornado. In this picture, they are chasing a tornado in Texas. It's very windy and Tim is watching the tornado. Sometimes the tornado gets too close and starts coming 7) ★★★ towards them. They get into their car and drive away! None of them 8) ★★★ of giving up their favourite hobby.



1	a. A lot of	b. Any	c. Few
2	a. likes	b. like	c. is liking
3	a. neither	b. a little	c. few
4	a. loves	b. love	c. are loving
5	a. a few	b. no	c. little
6	a. take	b. takes	c. has taken
7	a. fastlier	b. fastly	c. fast
8	a. is think	b. thinks	c. thinking

2) Choose the correct options to complete the sentences.

- Neither Murad **nor/or** Omar is afraid of thunderstorms.
- If there is a problem, either Yusif or Musa **helps/help** me.
- I have **few/a few** friends. When I feel lonely, I call one of them.
- All my **classmates/ classmate** like helping people in need.
- Both Vafa and Shafa **are/is** coming with us.
- There are **a few/ a little** flower pots on the table.

Unit 4

Listening and Writing Practice



1 Listen to four people and choose the correct options.

Speaker 1

In Yemen, ★★ ★.

- a. hosts do not give any presents to guests
- b. it is not OK to chat while eating
- c. people are not talkative at all
- d. hosts take photos with their guests

Speaker 3

If you are visiting an English family, ★★ ★.

- a. always wrap your present nicely
- b. buy new shoes before you visit their house
- c. you can keep your shoes on in their house
- d. compare your culture with theirs

Speaker 2

If you are working for a French company, you shouldn't ★★ ★.

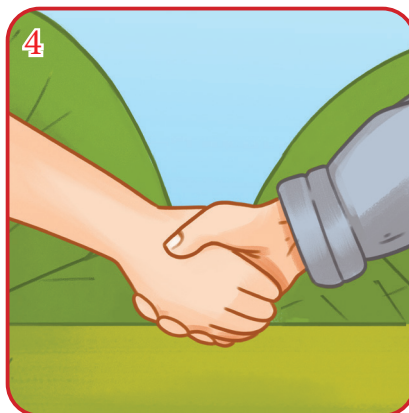
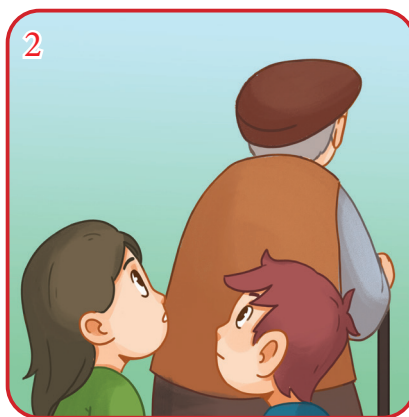
- a. wear formal clothes
- b. listen to people in the office
- c. use the first names
- d. speak to your boss

Speaker 4

In Japan, if you want to have one more drink, you should ★★ ★.

- a. refill your own glass
- b. wait for someone else to refill your glass
- c. ask someone to fill your glass
- d. change your glass

2 Look at the pictures and make up a story. Word limit: 80–120 words



Extra Practice Activities

Speaking Practice

Work in groups and discuss the questions.

- How important do you think it is to do each of these actions?
- What are some other things that people do to be polite?



Useful Language

Talking about importance of something	It is important ★★★★★ . People should ★★★★★ . It is necessary to ★★★★★ . People mustn't ★★★★★ .
Giving reasons for your opinion	That's why ★★★★★ . One of the reasons for this could be ★★★★★ . If you ★★★★★ , it will be ★★★★★ .

Language Practice

1 Read the text below and decide which answer (a, b or c) best fits each gap.

rush hour - the time of day when the roads, buses, trains, etc. are most full because people are travelling to or from work

If you think the underground in your city is bad, you 1) ★★ see the trains in Japan.

In Japan, there are passenger pushers who work in the underground stations during rush hours. These workers 2) ★★ wear gloves and push people into the trains. They 3) ★★ be strong and quick if they don't want to lose their jobs. Passenger pushers 4) ★★ talk to passengers, but they need to be polite with them.

Before the doors close, passenger pushers 5) ★★ make sure that everyone is on the train. They also have to make sure that the people inside the train don't get any injuries. They 6) ★★ push people too hard or too fast as it can cause harm to them.

You see Ashiko in this photo. He 7) ★★ a passenger pusher for two years. Now it is 10 p.m. and he 8) ★★ finish his work. He has to go home and relax or he 9) ★★ work the next day.



1	a. cannot	b. should	c. are able to
2	a. has to	b. are not able to	c. must
3	a. have to	b. don't have to	c. cannot
4	a. aren't about to	b. don't have to	c. aren't due to
5	a. have to	b. mustn't	c. don't have to
6	a. don't have to	b. must	c. cannot
7	a. was	b. is	c. has been
8	a. is about to	b. is due	c. is able
9	a. isn't able to	b. will not be able to	c. wasn't able to

2 Rewrite the sentences using the words in brackets.

1. There is no need to buy anything for the party. (don't have to)

We ★★ anything for the party.

2. Students cannot make any noise during the lesson time. (mustn't)

Students ★★ any noise during the lesson time.

3. The lesson starts at 8 a.m. (due to)

The lesson ★★ at 8 a.m.

4. I hope I can talk to my friends tomorrow. (be able to)

I hope I ★★ to my friends tomorrow.

Extra Practice Activities

Unit 5

Listening and Writing Practice



1 Listen to an exchange student and answer the questions.

1. When Nur first came to Edinburgh, what did she want to do?
a. to live with students c. to live alone
b. to live with a family d. to rent a flat
2. How does *Homeshare* service help elderly people?
a. to find their old friends c. to get help from the young
b. to buy new flats d. to make some money
3. How old is Julie?
a. 60 b. 80 c. 18 d. 16
4. What kind of person is Julie?
She is ★★★★★.
5. What housework does Nur do at Julie's house?
a) ★★★★★ b) ★★★★★
6. Is this statement true or false according to the talk?
Nur will probably recommend *Homeshare* to other students.

2 Look at the pictures and make up a story. Word limit: 80–120 words



Speaking Practice

Work in groups and discuss the question.

- What are the advantages and disadvantages of living in each of these places?



Useful Language

Talking about advantages	One of the biggest advantages of ★★★★★ is that ★★★★★ . The best thing about ★★★★★ is that ★★★★★ .
Talking about disadvantages	An important disadvantage is ★★★★★ . Another negative aspect of ★★★★★ is ★★★★★ .

Extra Practice Activities

Language Practice

1 Read the text below and decide which answer (a, b or c) best fits each gap.

The Amish lifestyle is a unique way of living. It has been around 1) ★★★ centuries. The Amish are a group that lives a simple life without the use of technology or 2) ★★★ conveniences. They power their homes with kerosene lamps and they use neither televisions 3) ★★★ computers. This lifestyle is not for everyone. It is for people who agree 4) ★★★ without technology.

Many people who have this lifestyle do so because they can't afford 5) ★★★ any other way. They enjoy 6) ★★★ their own food and making their own clothes. They hope 7) ★★★ their families in a simple way.

The Amish don't look forward 8) ★★★ the latest gadgets, and they don't mind 9) ★★★ no Internet. Instead, they focus on their family and community.



1	a. since	b. for	c. yet
2	a. fresh	b. old	c. modern
3	a. nor	b. or	c. and
4	a. living	b. to live	c. live
5	a. to choose	b. choosing	c. to chose
6	a. to grow	b. growing	c. grow
7	a. raising	b. raise	c. to raise
8	a. to buying	b. buying	c. to buy
9	a. have	b. to have	c. having

2 Choose the correct options to complete the sentences.

1. Imagine ★★★ (live) on a small island alone.
2. Some people are afraid of ★★★ (take) an elevator alone.
3. Kate promised ★★★ (not/play) video games anymore.
4. I would like ★★★ (celebrate) my birthday with my family.
5. Everyone deserves ★★★ (be) happy.
6. The boys kept ★★★ (play) football in the rain.

Unit 6

Listening and Writing Practice

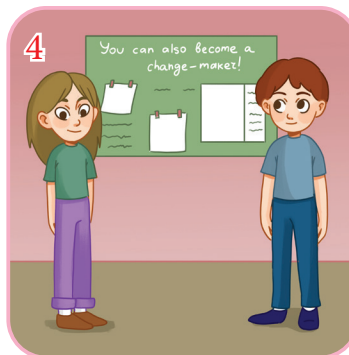


1 Listen to the talk and complete the gaps.

1. Ed Pratt is from ★★★★★.
2. The length of his trip was ★★★★★.
3. Name TWO countries he visited:
a) ★★★★★
b) ★★★★★
4. While he was in Azerbaijan, he learned that Azerbaijani people are ★★★★★.
5. Name TWO things that he had with him during his trip:
a) ★★★★★
b) ★★★★★
6. The amount of money he collected: £ ★★★★★
7. The number of children who will benefit: ★★★★★



2 Look at the pictures and make up a story. Word limit: 80-120 words



Extra Practice Activities

Speaking Practice

Work in groups and discuss the question.

- How important is it to help people in these situations?



Explaining the reasons

★★★★ because ★★★★★.

If you ★★★★★, he/she will ★★★★★.

If you don't ★★★★★, he/she might ★★★★★.

Language Practice

1 Read the text below and decide which answer (a, b or c) best fits each gap.

Anne makes a difference in her community and encourages others 1) ★★★ the same. She wants them 2) ★★★ positive changes. 3) ★★★ , she often meets with the members of the community. They discuss their everyday problems and try to find solutions. She always stays 4) ★★★ and doesn't give up in difficult situations. She is young, but people often ask her 5) ★★★ them advice. Anne always sounds 6) ★★★ . She has a talent for motivating people. Sometimes she 7) ★★★ really tired, but she never complains. Anne would like others 8) ★★★ change-makers, too. She wants the world to become a better place to live in.



1	a. to do	b. doing	c. do
2	a. making	b. to make	c. make
3	a. However	b. On the other hand	c. So
4	a. positive	b. positively	c. pessimistic
5	a. to give	b. giving	c. give
6	a. confidently	b. confident	c. unhappy
7	a. is looking	b. has looked	c. looks
8	a. becoming	b. become	c. to become

2 Choose the correct options to complete the sentences.

1. My brother loves sci-fi films and makes me **watch/to watch** them with him.
2. Jerry looked **sad/ sadly** when he was telling us the news.
3. It was getting **dark/ darkly** when I reached home.
4. My parents don't let me to **watch/ watch** horror films.
5. After Tim broke the neighbour's window, she made him **pay/ to pay** for it.
6. Mary's father won't let her to **adopt/ adopt** a dog because he's allergic to them.

Tracks

Track 1

1. be keen on (doing sth) - if you are keen on doing something, you want to do it very much.
2. jewellery - objects such as rings and necklaces that people wear as decoration
3. juggle - keep three or more objects moving in the air by throwing and catching them very quickly
4. go surfing - take part in the sport of riding on waves on a surfboard
5. follow safety rules - If you follow safety rules, you will be safe in any situations.
6. dive - jump into water with your head and arms going in first
7. feed - give food to a person or animal
8. roller coaster - a railway in an amusement park that goes up and down fast and that people ride on for pleasure or excitement

Track 2

Paul Nicklen works for National Geographic. He has written eleven stories for it. He has taken photos of the beauty of our planet. He has won more than 30 of the highest awards for photographers.

He has had a really interesting life. He has swum in icy polar water and he has come face-to-face with wild animals. Nicklen has shared stories from his adventures in several TED Talks. More than 250,000 people have watched his talk on YouTube.

Track 3

Hi, my name is Leyla. In Azerbaijan, I was a teacher at school. When I first came to the USA, I wanted to work as a translator for one of the international companies. Later, I changed my mind and decided to study, and at the present, I am studying Psychology at university.

When I have free time, I like visiting different states in the USA. I have already visited several interesting places. Last week, I had a chance to visit Cedar Point in Ohio. I didn't want to go to such a wonderful place alone. First, I was planning to go there with my roommate, but then her plans changed, and I went there with my neighbour. Cedar Point is famous for its roller coasters, which are on the shore of Lake Erie. When we arrived at the amusement park, it was very crowded as it was Halloween. We decided to stay away from people in Halloween costumes

because I felt scared of them. Then we decided to try Power Tower, the fastest roller coaster in the US.

Power Tower is so fast! When you ride up to the top of the first hill, you find yourself close to the blue sky. When the cars race down the hill, everyone screams. I don't recommend you ride on a roller coaster if you are not brave enough. I really had a great time there. I look forward to visiting that amusement park again before I leave the USA.

Track 4

1. cuisine - a style of cooking
2. spicy - If the food is spicy, it has chillies or hot spices.
3. juicy - If the food is juicy, it has a lot of juice.
4. flavour - how food or drink tastes
5. raw - not cooked
6. contain - If something contains something else, it has that thing inside it.
7. fatty - If the food is fatty, it has a lot of fat.
8. spread - put things all over a surface

Track 5

Tim: I have just found an interesting test on the Internet. Let's take this test and find out how international you are. Let's find out.

Murad: That sounds interesting!

Tim: First, have you ever eaten Mexican food?

Murad: I have eaten a taco twice.

Tim: Is that Mexican?

Murad: Yes, I am sure. How about you? Have you ever tried tacos?

Tim: No, I haven't. I have never tried tacos before. Have you ever eaten Chinese food?

Murad: I have visited a Chinese restaurant recently and tried Kung Pao Chicken. It is popular with both Chinese and foreigners. The major ingredients are chicken, chilli, cucumber, and peanuts. Have you ever eaten it?

Tim: No, never.

Murad: You should have it. I am sure you will like it.

Tim: Ok, now let's talk about languages. Have you ever studied Italian?

Murad: I have. I have studied Italian for two years.

Tim: Can you speak Italian?

Murad: Yes. Amo l'italiano. I am quite good at it.

Tim: Have you ever studied any Asian languages like Japanese or Korean?

Murad: No, I have never studied any, but I'd like to learn Korean one day. Wait. I've just had a message from my mom. She has cooked plov for dinner. Let's go and have dinner together.

Tim: That's a good idea. I love plov a lot.

Track 6

Chocolate

The native people of Central America invented chocolate about 2,000 years ago. They made a spicy drink from the seeds of the cacao tree. They added chilli peppers and water. The chocolate drink wasn't sweet. It was bitter. Spanish people brought chocolate to Europe and it soon became very popular. Chocolate factories started making chocolate candy, too. In 1867, a Swiss chocolate maker named Daniel Peter invented a chocolate candy made with milk. Now milk chocolate is very popular all over the world.

Popcorn

People started growing corn for food about 8,000 years ago in Central America. They used corn in many ways. They ate it fresh and they used it to make bread and soup. In 1948, archaeologists found popcorn in a cave. It was 5,500 years old!

Native Americans made popcorn by cooking the corn over the fire. People enjoyed eating the hot popcorn. They also used it to make decorations and popcorn necklaces.

Ice cream

About 2,000 years ago, the Ancient Romans brought ice and snow from the mountains and mixed it with fruit and honey. About 1,500 years ago, people in China made desserts with ice and milk. People invented the soft ice cream that we eat today about 400 years ago. Fruit ices were popular in Europe. Then people started to add cream. They put the cream in a metal bowl with sugar. Then they put it in a bucket of ice. That wasn't easy work because they mixed the cream by hand. In 1843, an American woman named Nancy Johnson invented an ice cream machine. Seven years later, the first ice cream factory opened in Baltimore in the USA.

Potato Chips

If you think that French fries are from France,

you are wrong. French fries come from Belgium, where historians say people first fried potatoes in the late 1600s.

In 1853, George Crum was a cook in a restaurant in New York. One day, a customer said he didn't like George's French fries. He said they were too thick! So, George played a joke on the customer. He made some French fries that were very thin, like paper. The customer loved them!

Soon all of George's customers wanted thin French fries. George opened a new restaurant in 1860, and his thin chips became famous all over the USA. Today potato chips are one of the most popular snacks in the world. The average American eats 64 bags of chips every single year.

Track 7

1. fog - a thick cloud closer to the ground that is difficult to see through
2. gale - a very strong wind
3. extreme weather- different from normal seasonal weather conditions
4. flood - a large amount of water that covers an area that was dry before
5. mild - warm and pleasant, especially warmer than usual for the time of year
6. breeze - a light and pleasant wind
7. shower - a short period of rain or snow
8. thunderstorm - a storm with thunder and lightning and usually heavy rain

Track 8

Aiden: I love spending time in nature. Trees, plants and nature sounds help me feel relaxed. When there are a lot of people around, I get nervous. Crowded places and the noise of the cars are not for me.

Ulkar: I can have a good time outdoors and indoors if there are friends with me. Playing games and chatting with them is fun. I only refuse to meet them when it is raining. Rainy weather makes me angry.

Kamran: Sometimes I like spending time alone, but I can also be happy in crowded places. We have a house in the city centre and also a farmhouse in the mountainous village. If I am bored of busy city life, I go and live in the village for a while. I prefer listening to nature sounds. Traffic noise in the city is annoying.

Ayan: Forests and gardens are my favourite places, especially in spring and autumn.

Tracks

It gives me pleasure when I have a close connection with nature. However, when it is rainy, I never walk in the forest or garden. I don't like muddy places.

Track 9 A

Shinrin-yoku is an activity created in Japan. "Shinrin" means forest and "yoku" means bathing. But don't be afraid, it doesn't mean you are having a bath in the forest. It is all about being calm and quiet among trees, observing nature around you, touching the things and taking deep breaths.

Track 9 B

People have enjoyed forest environments for ages because of the quiet atmosphere, beautiful scenery, mild climate, pleasant aromas and fresh, clean air. They have always believed that nature is powerful. The colours of nature make you feel calm. Studies have shown that people relax best while seeing greens and blues. While you are forest bathing, you should slowly move through the forest and quietly pay attention to the things that you can see, touch, smell, hear and even sometimes taste. So, you should use all your 5 senses. That's what makes forest bathing different from hiking, jogging or walking. Shinrin-yoku is like a bridge. By opening our senses, it bridges the gap between us and the natural world.

Some school teachers take their class to the forest to practise forest bathing. They say it is a perfect activity for developing students' sensory abilities. They ask children to really focus on what they can see, hear, touch, smell and taste right at that moment, rather than about what else they are going to do that day. Teachers also believe that forest bathing makes students more creative.

You can go forest bathing anywhere and anytime; in hot weather or in cold; in the rain, sunshine or snow. Forests are great to reconnect with nature, but if there are no forests in the area, don't worry at all. You don't even need a forest. If there are trees, you can do shinrin-yoku in a nearby park or in your garden, even in your school playground. Just find a place where you can feel nature and don't forget to turn your mobile off.

Track 10

1. cover - put or spread something over something
2. sneeze - loudly blow air out of your nose and mouth in a sudden uncontrolled way
3. spit - force out the contents of the mouth
4. disrespectful - not showing respect
5. interrupt - stop a person from speaking for a short period by something you say or do
6. apologise - tell someone that you are sorry for doing something wrong or for causing a problem
7. rude - not polite
8. offend - make someone upset or angry

Track 11

Speaker 1: I am about to start a new course. I have to take an exam to get my driving licence. I have tried twice, but I failed both. After the course, I hope I will be able to pass the exam.

Speaker 2: The bus is due to leave at 7 in the morning. It will take you to the restaurant where we are going to organise our workshop. You have to wear comfortable shoes as you will be there for at least 6 hours.

Speaker 3: My grandma was about to show us how to use the right cutlery to eat steak when we saw that our dog was eating the steak. We all laughed a lot and decided to prepare dinner again.

Speaker 4: The guests are about to arrive. Jeyla, bring the plates. Ali, please help her lay the table. I have to make salad. Please, be careful with the plates.

Track 12

Having bad habits can affect our physical and mental health. Breaking bad habits can change our life for the better. Today, I am going to talk about 6 bad habits that most teenagers have.

Making excuses: When things don't happen as we've planned, we make excuses. We find reasons why we couldn't do something. These excuses waste time and don't let us become successful.

Procrastinating: Procrastination is one of the most common things all teenagers experience during their school life. Procrastination is when

we delay something until the last minute. Unfortunately, it both affects our grades and our health.

Wearing earplugs for several hours: Many of us used to wear headphones while working or studying. It is a dangerous habit that can cause hearing loss. We must make sure that we don't spend long hours with our headphones and keep the level not loud.

Skipping Breakfast: Teens' days can be very busy. So, they can easily skip the most important meal of the day. Breakfast is important to start a happy day. By missing breakfast, or meals in general, we don't give our body necessary energy it needs. So, we feel tired and sad.

Staying Up Late: Experts believe that teenagers need 9 hours of sleep per night. However, nowadays, teenagers sleep less than that. Sleeping is very important to give our brains the energy it needs. If we don't get enough sleep for a long time, we might have a poor memory and a weak immunity. Also, if we don't get enough sleep, we cannot pay attention to our teachers and lessons.

Spending too much time on social media: In the 21st century, social media is everywhere and almost anyone over the age of 12 has a phone and often social media. It's a great way to communicate with friends and family. But if we spend a lot of time on social media, this bad habit can affect our friendships, school life and future. It can make us lazy, overweight and lower our memory and IQ.

When I was a teenager, I had all these bad habits. Luckily, I was able to break them and that changed my life. If you want to change your life, you should visit my blog to learn how to break bad habits.

Track 13

1. attract - make someone interested in something
2. provide - give something to somebody
3. modern conveniences- devices or systems that make life comfortable
4. receive sb - welcome or entertain someone
5. fence - a structure made of wood, metal, etc. that surrounds a piece of land

6. landscape - everything that you can see when you look across a large area of land, especially in the country

7. access - the right to use something or to see somebody/something

8. accommodation - a place to live, work or stay in

Track 14

Hello, dear Astronaut.

My name is Natig and I am 8 years old. When I grow up, I want to become an astronaut just like you! I have always been interested in space. Every night before I fall asleep, I close my eyes and imagine seeing the Earth from above and floating in space. I know space travel is possible now, but my family can't afford to send me to space camp yet. So, for now, I spend time learning about space by reading books and watching videos about the planets, stars and galaxies. I really enjoy learning about them. My parents suggested taking me to the Space Museum next month. I am very excited! I know it's important to stay fit and healthy for space travel, so I don't mind getting ready for my future. I eat only healthy food and exercise a lot.

When I become an astronaut, I know I will miss spending time with my family and friends on the Earth, but I look forward to communicating with them from space and sharing my experiences. To tell the truth, I am a little worried about feeling bored there if I stay for months, but anyway, I am so excited about travelling to space one day. I can't help dreaming about that day all the time. I hope to make my dream a reality just like you did.

Best,
Natig

Track 15

These days, waste is a big problem. However, there are people who use this waste for something useful. Angus Carnie from Scotland is one of them. He worked in the recycling industry for 20 years. He used only recycled waste and built a modern house. It took him six months to build the house. The house runs on energy sources such as solar and wind power. Angus used materials people were about to send to landfill. He even used black powder

from printer cartridges to paint walls and he used old jam jars for lights. He spent £15,000 to build the house. It is much less than building a usual house. Angus believes that people should try to find other uses for things before they throw them away.

Angus built a house to show others how to use waste. He's worried that Scotland doesn't recycle like other countries, especially Sweden. Sweden has a goal to become a zero waste country and it is really good at recycling. The country imports waste from other countries to burn it to get energy. The country also cares about the environment and uses renewable energy. The government thinks that it is important to teach people to recycle. Angus hopes to create a better world for the children to grow up in. He believes that one day, we will look back at this age of waste and think it was crazy.

Track 16

1. motivate - provide someone with a reason to do something
2. luck - success because of chance rather than one's own actions
3. achievement - something which someone has done successfully, especially after a lot of hard work
4. on one's own - alone, without the help of others
5. be allowed to do sth - have freedom to do something
6. opportunity - a chance for progress
7. expect - believe that something will happen
8. be open to sth - be ready to accept something new

Track 17

Speaker 1: If you don't finish the soup, I'll not allow you to go out.

Speaker 2: You should do all your homework if you want to be successful at school.

Speaker 3: Please repeat after me. Say "foreign... foreign".

Speaker 4: What about having lunch together? There is a new restaurant nearby.

Track 18

Interviewer: Hello, everyone. Today we have with us a special guest, Richard Williams. It's so nice to have you with us.

Richard: Thank you... It's a pleasure to be here...

Interviewer: Some years ago, your story was very popular on social media. Please tell us about how everything started.

Richard: One night, I saw a program about the homeless on TV. I asked my father to take me to the place where the homeless lived. At first, my father said "No" because it was already dark. And I was too young to go out that late hour. A week after my 9th birthday, my father decided to do what I wanted. It was December, and it was snowing heavily. When I went to that place, I was shocked. There were so many people who were wearing very old clothes and shivering from the cold. They also looked very hungry. I wished to have a lot of money to feed them all. I immediately went back home and brought some blankets. I felt so excited that I went there the next night and the next. Then I decided to make a video of those people and upload it on Facebook. I asked people to send some money so that I could build a house for them. All my friends, teachers and relatives started sending money and sharing my post.

Interviewer: Everyone, from ordinary people to politicians, talked about you. How much money did you collect?

Richard: I raised \$500,000. I gave that money to a construction company and asked them to build a big house. A year later, all homeless from that place moved into the new house.

Interviewer: You changed the lives of so many homeless people. Thank you very much for that.

Richard: It's been my pleasure.

Track 19

Anar: Hi! I'm Anar Aliyev. Today we have a guest, Mr. Smith, a researcher from a UK university. He has done a survey on the type of entertainment our students prefer. Welcome Mr. Smith.

Mr. Smith: Hi, Anar. I think I can say that students at your university have active lifestyles. We went to the student centre at lunchtime last Monday, the 13th of May and interviewed just about everyone who was there, a total of 120 students. I was very surprised because 50% of the students said that they liked spending time with friends rather than spending time on the Internet or playing video games. The next most popular activity among them was taking part in social projects. Just imagine 30% like visiting orphanages or elderly homes. Going to the

gym is what about 25% of the students enjoy doing. I wasn't surprised to learn that only 8% percent of students watch TV at least 2 hours a day. They prefer going to the cinema instead. As there is a cinema in the shopping mall near the university, students go there when they have spare time. Much to my surprise, only 6% of students go to the theatre. 80% of students haven't seen a play in the last 6 months.

Anar: Don't you think that it's because of the high cost of theatre tickets? If I am not mistaken, one ticket costs about 10 manats.

Mr. Smith: Maybe, but I think that it's not the main reason. The plays might not be interesting enough to attract young people. When it comes to money, most of the students spend about 30-40 manats a month on their entertainment. They also spend money on accommodation, transportation, food, and stationary. They don't spend much on books because there is a rich library at the university and they can get whatever book they want either online or in print.

Anar: You shared valuable information about our students. Thanks Mr. Smith for being with us today.

Track 20

John: Hi Mary, have you ever eaten food from other countries?

Mary: Yes, I have. I like local cuisine. But to be honest, I love trying new dishes from different parts of the world more.

John: What's your favourite international cuisine?

Mary: I really enjoy Thai food. The flavours and spices are so unique and delicious. Have you tried it?

John: Yes, I have. I actually tried it for the first time a few weeks ago and it was amazing. I also had some Japanese food last month and it was really good, too.

Mary: That's great. I had Japanese food last week and it was definitely tasty. I love discovering new cultures through their cuisine.

John: I think trying new foods is a great way to learn about different countries and their traditions.

Mary: Yes, and it's always exciting to try something new and discover a new favourite dish.

John: I couldn't agree more. What about having some Azerbaijani food together this

Wednesday?

Mary: That sounds great, but I have a plan for Wednesday. Let's have it on Friday.

John: Great!

Track 21

Speaker 1: I am on my way home with my children and husband. The ground is still shaking. People are shocked. They are getting out of their cars. They don't know where to go. Luckily, no one is on the bridge. This is the strongest one we've had for 20 years.

Speaker 2: We cannot do anything. We are stuck inside our homes. Everything is under water. The rain has stopped now, but it will start again at night. I think it will make the situation even worse. Poor gardeners! They have worked so hard this year.

Speaker 3: I was in the tent when suddenly, I heard a very scary sound. I didn't have enough time to go out. A few seconds later I found myself under snow. I was very lucky as most of the snow fell a bit further than my tent. With my own effort I could dig myself out.

Speaker 4: I have experienced some extreme weather conditions, but that one was the worst I have ever faced, I couldn't breathe or even open my eyes. The sound was also very terrible. I wanted to hide myself from dust, but in the desert, it was impossible.

Track 22

Speaker 1: I was on holiday in Yemen with my family, and we visited my father's colleague's house for dinner. The family was very kind, and they did their best to make us feel at home. During the meal, there was a long silence as people in Yemen don't speak while eating. After dinner, while I was looking at the photo frames on the wall, I said, "What a lovely photo frame!" My father's colleague said, "Please take it as a present." I didn't want to take it, but he offered it four times. So, I had to take it.

Speaker 2: My father has joined a French company recently. He made a mistake and used the first names rather than family names. My father called his boss by his name, Gabriel, and later he heard that everyone else in the

office was calling him Monsieur Andre. I am sure that his boss didn't like how my father called him. So, it is always best to be formal in France. Before working for this company, my father worked for an American company and people there always used the first names.

Speaker 3: My friend John is from the UK, but at the moment, he is living in Baku as his father is working for one of the oil companies. Last week, I went to John's birthday party. I bought a present for John and wrapped it nicely. When I came to their house, I wanted to take my shoes off, but my friend's mother said it wasn't necessary. In their culture, guests don't have to take their shoes off. As you know, in our culture it is not OK to do so.

Speaker 4: Last month, my parents decided to invite our new Japanese neighbours for dinner. They were very pleasant people, and we enjoyed spending time with them. While having dinner, I learned something new about their culture. In Japan, if you still feel thirsty after finishing a drink, it is not OK to refill your own glass. Instead, you have to wait until someone notices and offers to refill your glass.

Track 23

Thank you for inviting me to this event. I am Nur Ismayilzade from Azerbaijan. At the moment, I am an exchange student at Edinburgh University in the UK.

You know, most parents in Azerbaijan feel worried when their children decide to study abroad. This is because they don't know who their children are going to live with or what they are going to eat.

When I first came to Edinburgh, I started looking for a place to live. I didn't want to share a flat with other students because they are usually untidy and noisy. And living alone was also impossible for me as it was too expensive. So, the best option for me was to find a host family to live with.

Then I heard about *Homeshare* service which is very popular in the UK. Elderly people offer their flats to young people, but they don't want any money. In return, they ask the young people to help around the house or to talk to them like a friend as they often feel very lonely.

I put an ad on the Internet and soon I got a phone call from a woman whose name was Julie. On the telephone, she told me that

she was an 80-year-old woman who lived alone and wanted to share her house with an international student. When I saw her, I was surprised as she looked much younger, like a woman in her sixties.

After talking to her for a few minutes, I decided that she was the right person to live with.

I have lived with her for several months now.

She is a very intelligent person, and I love discussing different issues with her. Whenever I have a problem, she gives me advice. I cook every day and clean the house once a week. For me, it's a pleasure. I think Homeshare has been great for both of us.

Track 24

Ed Pratt is 22 years old. He is the first man to unicycle around the world. In March, 2016, he took a challenge and set off from his home in England on his unicycle. During his 40-month trip, he visited countries including Türkiye, Georgia, Azerbaijan, China, and New Zealand. The night when he crossed the Georgian border and came to Azerbaijan, he knocked at one door so that he could fill his water bottles.

To his surprise, the host invited him into the home. The family fed him and offered him a bed for the night. Ed was surprised by how hospitable the people in Azerbaijan were.

From that village, he went to Baku. From Baku, he went to Kazakhstan. In the end, he travelled to the USA and then returned to the UK.

During his trip, he carried a tent, a sleeping bag and a camping stove attached to his unicycle. He completed the challenge in July, 2018. He raised more than £ 300,000 for the School in a Bag Charity. The organisation gives educational equipment to poor children. The money raised from the event will help more than 15,000 children.

Now Ed Pratt is looking forward to helping more children by taking part in other events like this.

Wordlist

Unit 1

Vocabulary

beads (n) /bi:dz/ - small, usually round, objects often used for decoration or as part of a piece of jewellery
be keen on something /bi 'ki:n ɒn sʌm.θɪŋ/ - interested in, or wanting (to do) something very much

circus (n) /'sɜ:.kəs/ - a travelling company of performers that typically includes acrobats, clowns, and animal trainers, and puts on shows in a large tent or arena

communication skills /kə,mju:.nɪ'keɪ.ʃn skɪlz/ - the abilities you use when giving and receiving different kinds of information

concentration (n) /'kɒn.sən'treɪ.ʃn/ - the ability to focus one's attention on a particular task or subject
diving (n) /'daɪ.vɪŋ/ - the sport or activity of jumping or falling into water

feed (v) /fi:d/ - to provide food to someone or something

follow safety rules /'fɒl.əʊ 'seɪf.ti ru:lz/ - If you follow safety rules, you will be safe in any situation.
improve (v) /ɪm'pru:v/ - to make something better or more effective

jewellery (n) /'dʒu:.əl.ri/ - decorative items made of precious metals and stones, such as necklaces, bracelets, and earrings

juggle (v) /'dʒʌg.əl/ - to keep three or more objects moving in the air by throwing and catching them very quickly

push (v) /puʃ/ - to move someone or something away from you, or from their previous position, using part of your body, especially your hands

reaction (n) /ri'æk.ʃn/ - the way that you feel or behave as a result of something that happens

relaxing (adj) /ri'læk.sɪŋ/ - pleasant and making you feel relaxed

rides (n) /raɪdz/ - attractions or amusements at an amusement park, such as roller coasters or carousels
roller coaster (n) /'rəʊ.lə ,kəʊ.stə/ - a large amusement park ride with steep drops and sharp turns that can cause feelings of fear and excitement

Reading

adventurer (n) /əd'ven.tʃər.ər/ - a person who enjoys unusual experiences

be connected with something / bi kə'nek.tɪd wɪð sʌm.θɪŋ/ - to have a relationship or association with something

creativity (n) /'kri:.eɪ.tɪv.ə.ti/ - the ability to use one's imagination to create something new and original
experiences (n) /ɪk'spiəri.ənsɪz/ - events or situations that one has lived through

height (n) /haɪt/ - the distance from the top to the bottom of something; how tall something is

huge (adj) /hju:dʒ/ - very large in size or quantity

hunt (v) /hʌnt/ - to kill animals for food or for their skin or other parts, or for sport

interactive (adj) /,ɪn.tər'æk.tɪv/ - involving people communicating with each other

international (adj) /,ɪn.tə'næʃ.ən.əl/ - involving or belonging to more than one country or nation

marine life (n) /mə'reɪn 'laɪf/ - the plants and animals that live in the sea or ocean

performer (n) /pə'fɔ:.mə/ - a person who entertains people by acting, singing, dancing, or playing music

rope walking /rəʊp 'wɔ:.kɪŋ/ - the act of walking on a rope

shark (n) /ʃɑ:k/ - a large fish with sharp teeth that lives in the sea

shows (n) /ʃəʊz/ - performances of plays, musicals, or other productions, typically presented in a theatre

swing (n) /swɪŋ/ - a seat joined by two ropes or chains to a metal bar or a tree, on which you can sit and move backwards and forwards

wildlife (n) /'waɪld.laɪf/ - animals and plants that live and grow in natural conditions

zoologist (n) /zəʊ'ɒl.ə.dʒɪst/ - a person who studies or is an expert in zoology

Grammar A

attack (v) /ə'tæk/ - to try to hurt or harm someone or something

awards (n) /ə'wɔ:dz/ - a prize that is given to someone who has achieved something

beauty (n) /'bjʊ:ti/ - the quality of being attractive or pleasing to the senses

deep (adj) /di:p/ (adjective) - going a long way down from the top or the surface

grow up (phr.v) /grəʊ ʌp/ - to become an adult

including (prep) /ɪn'klu:.dɪŋ/ - used for saying that a person or thing is part of a group or amount

much to someone's surprise (idiom) /mʌtʃ tə sʌm.wʌnz sə'praɪz/ - used to say that someone is very surprised about something

planet (n) /'plæn.ɪt/ - a large, round object in space that orbits a star and shines with light reflected from the star

polar regions (n) /'pəʊ.lə 'ri:dʒənz/ - the areas around the Earth's North and South Poles

Grammar B

attend (v) /ə'tend/ - to be present at an event, meeting, or gathering

blog (n) /blɒg/ - a regularly updated website or web page that is written in an informal or conversational style

Wordlist

competition (n) /ˌkɒm.pə'tɪʃ.ən/ - an event or situation in which people or groups compete against each other
 drone (n) /drəʊn/ - a remote-controlled aircraft or missile
 fold (v) /fəʊld/ - to bend something over itself so that one part lies
 origami (n) /ɔːrɪ'gæm.i/ - the Japanese art of folding paper into decorative shapes and figures
 perfect (adj) /'pɜː.fekt/ - complete and correct in every way, without any mistakes
 racing (n) /'reɪ.sɪŋ/ - a competition in which all the competitors try to be the fastest and to finish first.a competition to see who can finish first
 stargazing (n) /'stɑːgeɪ.zɪŋ/ - the activity of looking at the stars and other objects in the sky as a hobby or for scientific purposes
 telescope (n) /'telɪ.skəʊp/ - a device shaped like a long tube that you look through in order to see things that are far away, especially in space
 universe (n) /'juː.nɪ.vɜːs/ - all of space and everything in it, including stars, planets, galaxies, etc.

Listening

adult (n) /'æd.ʌlt/ - a person who is fully grown or developed and is legally responsible for their actions
 amusement (n) /ə'mjuː.z.mənt/ - something that entertains you
 change your mind (idiom) /tʃeɪndʒ jɔː maɪnd/ - to change your decision, opinion or plan about something
 crowded (adj) /'kraʊ.dɪd/ - having a lot of people or too many people in it
 decision (n) /dɪ'sɪʒ.ən/ - a choice or judgement that you make after thinking and considering the different options
 hill (n) /hɪl/ - an area of land that is higher than the surrounding land
 look forward to something (phr. v) /lʊk 'fɔː.wəd tə sʌm.θɪŋ/ - to feel happy and excited about something that is going to happen in the future
 race down (phr. v) /reɪs daʊn/ - to run or move quickly downhill, usually in a competition or game
 roommate (n) /'ruːm.meɪt/ - a person who shares a room with another person, usually in a dormitory, apartment or other shared accommodation
 safari (n) /sə'fɑː.ri/ - a journey or expedition, especially for hunting or exploring wildlife in their natural habitats
 scream (v) /skriːm/ - to make a loud sound, usually because of fear, excitement or pain
 several /'sev.əl/ - some, but not a lot of, things or people
 shore (n) /ʃɔː/ - the land along the edge of a sea, lake

or river
 stay away from something (phr. v) /steɪ ə'weɪ frəm sʌm.θɪŋ/ - not go near
 theatre (n) /'θɪə.tə/ - a building where plays, movies or other performances are shown to an audience
 translator (n) /træns'leɪ.tə/ - a person who translates written or spoken language from one language to another

Time to Watch

ant farming /ænt 'fɑː.mɪŋ/ - the activity of keeping ants as pets or for scientific study
 backwards (adv) /'bæk.wədz/ - in the direction opposite to the usual way; toward the back
 choice (n) /tʃɔɪs/ - an act or the possibility of choosing
 circuit (n) /'sɜː.kɪt/ - something shaped approximately like a circle, especially a route, path, or sports track that starts and ends in the same place
 circular (adj) /'sɜː.kjə.lə/ - in the shape of a circle; round
 coach (n) /kəʊtʃ/ - someone who teaches people to improve at a sport, skill, or school subject
 coin (n) /kɔɪn/ - a flat, usually round piece of metal or plastic used as money
 collect (v) /kə'lekt/ - to bring things or people together from different places and bring them to one place
 extreme ironing (n) /ɪk'striːm 'aɪ.ə.nɪŋ/ - an activity that combines the sports of rock climbing or other extreme outdoor activities with ironing
 harm (n) /hɑːm/ - physical or other injury or damage
 injury (n) /'ɪn.dʒər.i/ - harm or damage done to a person or thing
 mental health (n) /ˌmentl 'helθ/ - the state of a person's mind and emotions, especially with regard to their ability to function effectively in everyday life
 pain (n) /peɪn/ - a feeling of physical discomfort or suffering caused by illness or injury
 quirky (adj) /'kwɜː.ki/ - unusual in an attractive or interesting way
 roundabout (n) /'raʊnd.ə.baʊt/ - a circular area where three or more roads meet and which cars must drive around in one direction in order to get to the road they want
 routine (n) /ruː'tiːn/ - a usual or fixed way of doing things
 runner (n) /'rʌnər/ - a person who runs as a sport or for exercise
 stamp (n) /stæmp/ - a small piece of paper with a picture or pattern on it that is stuck onto a letter or package before it is mailed
 sustain /sə'steɪn/ - to keep something going, such as an activity or process, for an extended period of time

track (n) /træk/ - a circular path or road for running
unique (adj) /ju:'ni:k/ - being the only one of its kind

Writing

chore (n) /tʃɔ:'/ - a task that is often boring or unpleasant but needs to be done regularly
focus on (phr.v) /'fəʊkəs ɒn/ - to give a lot of attention to one particular person or thing
gardening (n) /'gɑ:.dʌn.ɪŋ/ - the activity of working in a garden, growing and cultivating plants, flowers, or vegetables
musician (n) /mju:'zɪʃ.ən/ - a person who plays a musical instrument or writes music, or someone who sings
pleasure (n) /'pleʒ.ə/ - a feeling of happy satisfaction and enjoyment

Unit 2

Vocabulary

aroma (n) /ə'rəʊ.mə/ - a pleasant smell
contain (v) /kən'tein/ - to have something inside or include something as a part
cuisine (n) /kwɪ'zi:n/ - a style or type of cooking, especially the cooking of a particular country or region
fatty (adj) /'fæt.i/ - containing a lot of fat
flatbread (n) /'flæt.bred/ - a type of bread that is thin and flat and can be eaten with or used to wrap food
flavour (n) /'fleɪ.və/ - the particular taste of a food or drink
hot (adj) /hɒt/ - used to describe food that causes a burning feeling in the mouth
ingredients /ɪn'ɡri:.di.ənts/ - the different foods or substances that are used together to make a particular dish
juicy (adj) /'dʒu:.si/ - full of juice or having a lot of juice
mild (adj) /maɪld/ - not very strong in flavour, taste, or effect
overweight (adj) /,əʊ.və'weɪt/ - heavier than the standard weight range for your height and build
raw (adj) /rɔ:/ - (of food) not cooked
roll (v) /rəʊl/ - a small, usually round piece of bread, often eaten with a meal
spicy (adj) /'spaɪ.si/ - containing strong flavours from spices
spread (v) /spred/ - put things all over a surface
traditional (adj) /trə'dɪʃ.ən.əl/ - following ideas and methods that have existed for a long time, rather than doing anything new or different
uncooked (adj) /,ʌn'kʊkt/ - not cooked or heated
yummy (adj) /'jʌm.i/ - very pleasing to the taste or smell, delicious

Reading

crispy (adj) /'krɪspi/ - pleasantly thin, dry, and easily broken
filling (n) /'fɪl.ɪŋ/ - the food put inside a sandwich or cake
immigrant (n) /'ɪm.ɪ.grənt/ - a person who has come to a different country in order to live there
press (v) /pres/ - to push something firmly, often with your hands
represent (v) /,repri'zent/ - to speak, act, or be present officially for another person or people
seaweed (n) /'si:.weed/ - marine plant
stand (n) /stænd/ - a large table used for selling things
topping (n) /'tɑ:.pɪŋ/ - a layer of food that is put on top of another food to add flavour or decoration
tube (n) /tju:b/ - a long narrow object similar to a pipe

Grammar A

appetiser (n) /'æp.ə.taɪ.zə/ - a small amount of food served before a meal to stimulate the appetite
onion rings (n) /'ʌn.jən rɪŋz/ - onions cut into rings, that are then battered and fried
portion (n) /'pɔ:r.ʃn/ - a part or share of something larger, especially a meal
recommend (v) /,rek.ə'mend/ - to advise someone that they should do something

Grammar B

chef (n) /ʃef/ - a professional cook
download (v) /'daʊn.ləʊd/ - to move information to your computer from another computer system or the Internet
milkshake (n) /'mɪlk.ʃeɪk/ - a drink made with milk and ice cream, often flavoured with fruit or syrup
order (v) /'ɔ:.də/ - to ask for something to eat or drink in a restaurant, bar, etc.

Listening

archaeologist (n) /,ɑ:.ki'ɒl.ə.dʒɪst/ - someone who studies archaeology
bitter (adj) /'bɪt.ə/ - something that is bitter has a strong sharp taste that is not sweet
candy (n) /'kæn.di/ - a sweet food made from sugar or chocolate
dessert (n) /dɪ'zɜ:t/ - a sweet dish served at the end of a meal
produce (v) /prə'dʒu:s/ - to make or create something
seed (n) /si:d/ - the part of a plant that contains the embryo and can grow into a new plant

Time to Watch

backpacking (n) /'bæk.pæk.ɪŋ/ - the activity of

Wordlist

travelling or going camping while carrying your clothes and other things that you need in a backpack
behaviour (n) /bɪ'heɪ.vjə/ - the way that someone behaves

construct (v) /'kɒn.strʌkt/ - to build or make something such as a road, building, or machine
destination (n) /,des.tɪ'nei.ʃn/ - the place where someone or something is going

destroy (v) /dɪ'strɔɪ/ - to damage something so badly that it no longer exists or cannot be used

disaster (n) /dɪ'zɑː.stə/ - an event causing great damage or harm

homemade (adj) /,həʊm'meɪd/ - made at home rather than bought from a shop

hospitality (n) /,hɒs.pɪ'tæl.ə.ti/ - the friendly and generous reception and entertainment of guests, visitors, or strangers

ruin (v) /'ruː.n/ - to damage or spoil something completely

shell (n) /ʃel/ - the hard outer covering of something, especially nuts, eggs, and some animals

sour (adj) /saʊə/ - having a sharp taste like lemon

spoil (v) /spɔɪl/ - to change something good into something bad, or to damage something so that it cannot be used

subscriber (n) /səb'skraɪ.bə/ - someone who pays to receive or access a service, such as a magazine or an online platform

vlogger (n) /'vlɒɡə/ - a person who regularly makes and uploads videos to a video-sharing website or social media platform

Writing

bark (v) /bɑːk/ - (of a dog or other animal) to make a loud noise

cook (n) /kʊk/ - someone who prepares and cooks food

dangerous (adj) /'deɪn.dʒərəs/ - able or likely to cause harm or injury

obvious (adj) /'ɒb.vi.əs/ - easy to see or understand

safe (adj) /seɪf/ - not in danger

Unit 3

Vocabulary

above (adv) /ə'boʊ/ - more than an amount or level

blow (v) /bləʊ/ - (of wind) to move or make something move

breeze (n) /briːz/ - a light wind

drop (v) /drɒp/ - to fall or let something fall

due to (phr) /'djuː tuː/ - because of

extreme weather (n) /ɪk'striːm 'weðə/ - weather conditions that are severe or unusual, such as hurricanes, tornadoes, or very cold or hot

flood (n) /flʌd/ - a large amount of water that covers an area that was dry before

fog (n) /fɒɡ/ - a thick cloud near the ground that makes it difficult to see

freezing (adj) /'friːzɪŋ/ - very cold

gale (n) /geɪl/ - a very strong wind

ground (n) /graʊnd/ - the surface of the earth

high speed /haɪ spiːd/ - very fast

mild (adj) /maɪld/ - (of weather) not very cold or not as cold as usual

rainfall (n) /'reɪn.fɔːl/ - the amount of rain that falls on an area in a particular period of time

shine (v) /ʃaɪn/ - (of the sun or another source of light) to give off light

shower (n) /'ʃaʊə/ - a brief period of rain or snow

thunderstorm (n) /'θʌn.də.stɔːm/ - a storm with thunder and lightning and typically also heavy rain or hail

weather condition (n) /'weðə kən,dɪʃn/ - the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place
thick (adj) /θɪk/ - difficult to see through

Reading

cancel (v) /'kænsəl/ - to decide that an organised event will not happen

central (adj) /'sentrəl/ - in or forming the centre of an area or an object

clear (v) /kliə/ - to become or make something pure or easy to see through

cruise ship (n) /kruːz ʃɪp/ - a large ship used for taking passengers on a pleasure trip, usually visiting several places and returning to the starting point

experience (v) /ɪk'spɪəriəns/ - If you experience something, it happens to you, or you feel it

low (adj) /ləʊ/ - below the usual level

weather forecast (n) /'weðə ,fɔːkɑːst/ - a statement of what the weather is likely to be for the next day or several days, usually broadcast on television, radio, or published online or in a newspaper

widespread (adj) /'wɜːdspred/ - existing or happening over a large area or among many people

Grammar A

avalanche (n) /'ævə'laːntʃ/ - a large amount of ice, snow, and rock falling quickly down the side of a mountain

beloved (adj) /bɪ'lʌvd/ - loved very much

catastrophic (adj) /,kætə'strɒfɪk/ - involving or causing sudden great damage or suffering, disastrous

drought (n) /draʊt/ - a long period when there is little or no rain

earthquake (n) /'ɜːθkweɪk/ - a sudden violent movement of the earth's surface, sometimes causing great damage

environment (n) /ɪn'vaɪrənmənt/ - the natural world

forest fire (n) /'fɒrɪst ,faɪə/ - an uncontrolled fire occurring in a forest

get affected (phr) /get ə'fektɪd/ - to be influenced or harmed by something
 landslide (n) /'lændslaɪd/ - a mass of rock and earth falling down from a mountain or cliff
 natural disaster (n) /nætʃrəl dɪ'zæstə/ - an event such as a flood, earthquake, or hurricane that causes great damage or loss of life
 neighbouring (adj) /'neɪbərɪŋ/ - near or next to something
 rescuer (n) /'reskjʊə/ - a person who saves someone from a dangerous or difficult situation
 strike (v) /straɪk/ - if something unpleasant or dangerous strikes, it happens suddenly and unexpectedly and causes harm or damage
 survivor (n) /sə'vaɪvə/ - a person who continues to live, especially after a dangerous event

Grammar B

be fond of something (phr) /bɪ 'fɒnd əv sʌm.θɪŋ/ - to like someone or something very much
 chat (v) /tʃæt/ - to talk to someone in a friendly and informal way
 dream (v) /dri:m/ - to imagine something that you would like to happen
 feel relaxed (phr) /fi:l rɪ'læks/ - to feel calm
 muddy (adj) /'mʌd.i/ - covered in or containing mud
 peaceful (adj) /'pi:s.ḡl/ - quiet and calm, without any worry or excitement
 refuse (v) /rɪ'fju:z/ - to say that you will not do or accept something

Listening

atmosphere (n) /'æt.mə.sfiə/ - the mixture of gases surrounding the Earth
 bridge gap (phr) /brɪdʒ ɡæp/ - to reduce the difference between two things or groups of people
 nearby (adj) /'nɪə.baɪ/ - not far away in distance; close
 powerful (adj) /'paʊə.ḡl/ - having a lot of strength or force
 scenery (n) /'si:.nəri/ - the natural features of an area, such as mountains, valleys, rivers, and forests, when you are looking at them
 sense (n) /sens/ - any of the five physical abilities to see, hear, smell, taste, and feel
 sensory (adj) /'sen.səri/ - relating to the senses, such as touch, smell, taste, sight, and hearing
 sight (n) /saɪt/ - the ability to see
 suitable (adj) /'su:.tə.bəl/ - acceptable or right for someone or something

Time to watch

accessible (adj) /ək'ses.ə.bəl/ - easy to understand and enjoyable
 acquaintances (n) /ə'kweɪn.təns.ɪz/ - acquaintances are people who you know but who are not close friends.
 arduous (adj) /'ɑ:.dʒu.əs/ - involving a lot of effort and energy
 blend (v) /blend/ - to combine or mix different styles or things
 combine (v) /kəm'baɪn/ - to (cause to) exist together, or join together to make a single thing or group
 continuously - /kən'tɪnju.əs.li/ - without a pause or interruption
 endless limits /'endləs 'lɪmɪts/ - refers to the idea that there are no boundaries or restrictions to what is possible
 feedback (n) /'fi:d.bæk/ - information or opinions about something that someone has done or made, which tell them how good or effective it is
 grizzle (v) /'grɪz.əl/ - to complain in a bad way
 lead (v) /li:d/ - to control a group of people, a country, or a situation
 mood (n) /mu:d/ - the way someone feels at a particular time
 resilience (n) /rɪ'zɪl.jəns/ - the ability to become strong, happy, or successful again after a difficult situation or event
 satisfied (adj) /'sæt.ɪs.faid/ - pleased because you have got what you wanted, or because something has happened in the way that you wanted
 wood (n) /wʊd/ - an area covered with trees

Writing

beneficial (adj) /ben.ə'fi:ʃ.əl/ - helpful or good for something or someone
 fall (v) /fɔ:l/ - to come or go down quickly from a high place
 miss (v) /mɪs/ - to fail to use an opportunity to enjoy or get an advantage from something.

Unit 4

Vocabulary

afterwards (adv) /'ɑ:ftəwədz/ - at a later time; after the time mentioned
 apologise (v) /ə'pɒl.ə.dʒaɪz/ - to say sorry for doing something wrong or causing trouble
 basic (adj) /'beɪ.sɪk/ - most important or central to something
 cough (v) /kɒf/ - to force air out of your lungs with a sudden loud noise, often because you are sick
 cover (v) /'kʌvə/ - to put something over or on top of something else in order to protect, hide, or close it
 disease (n) /di'zi:z/ - an illness that affects people, animals, or plants, often caused by infection

Wordlist

disrespectful (adj) /ˌdɪs.rɪˈspek.tʃl/ - not showing respect; impolite
 etiquette (n) /ˈet.ɪ.ket/ - the set of rules or customs that control accepted behaviour in particular social groups or social situations
 interrupt (v) /ˌɪn.təˈrʌpt/ - to stop someone from speaking or doing something by saying or doing something yourself
 manner (n) /ˈmænə/ - the way in which something is done or happens; a person's behaviour or way of acting
 offend (v) /əˈfend/ - to make someone upset or angry by doing or saying something that they think is rude, unkind, or not appropriate
 polite (adj) /pəˈlaɪt/ - having or showing behaviour that is kind and respectful
 public places /ˈpʌblɪk ˈpleɪsɪz/ - areas that are accessible to the general public, such as parks, beaches, streets, and buildings
 rude (adj) /ruːd/ - behaving in a way that is not polite and is likely to offend or annoy people
 sneeze (v) /sniːz/ - to suddenly force air out through your nose and mouth with a loud noise, especially when you have a cold or are allergic to something
 spit (v) /spɪt/ - to force out the contents of the mouth, especially saliva
 spread an infections /ˈspred ən ɪnˈfek.ʃn/ - to cause a disease or illness to affect more and more people, by passing it from one person to another
 throw something away (phr.v) /θrəʊ ˈsʌmθɪŋ əˈweɪ/ - to get rid of something

Reading

approval (n) /əˈpruːvəl/ - the feeling of having a positive opinion of someone or something
 behaviour (n) /bɪˈheɪvjə/ - the way that someone behaves
 claim (v) /kleɪm/ - to state that something is true
 disturb (v) /dɪˈstɜːb/ - to interrupt what someone is doing
 impolite (adj) /ɪm.pəˈlaɪt/ - not polite; offensive
 lie (v) /laɪ/ - to say or write something that is not true in order to deceive someone
 notice (v) /ˈnəʊ.tɪs/ - to see something or someone
 offer (v) /ˈɒf.ə/ - to ask someone if they would like something
 value (v) /ˈvæl.juː/ - to consider something important

Grammar A

adult (n) /ˈæd.ʌlt/ - a person or animal that has grown to full size and strength
 carry (v) /ˈkæri/ - to hold something or someone with your hands, arms, or on your back and take it/ them somewhere

cross (v) /krɒs/ - to go across from one side of something to the other
 pool (n) /puːl/ - a small area of still water
 subway (n) /ˈsʌb.weɪ/ - a passage for trains that goes under the ground and through cities
 take something off (phr.v) /teɪk sʌmθɪŋ əf/ - to remove something, especially clothes
 towel (n) /ˈtaʊəl/ - a piece of cloth or paper used for drying things

Grammar B

apply (v) /əˈplaɪ/ - to make use of something for a practical purpose or in a real situation
 carry on (phr.v) /ˌkæri ˈɒn/ - to continue doing something
 decision (n) /dɪˈsɪʒ.ən/ - a choice you make after thinking and talking about what is the best thing to do
 driving licence /ˈdraɪvɪŋ ˌlaɪ.səns/ - an official document that shows you can drive a vehicle
 give instructions /ɡɪv ɪnˈstrʌk.ʃnz/ - to tell someone what they should do or how they should do something
 lay the table: /leɪ ðə ˈteɪ.bəl/ - to put knives, forks, spoons, plates, etc. on a table before a meal
 organise (v) /ˈɔː.ɡən.aɪz/ - to make arrangements for something to happen, especially by planning and preparing for it
 participant (n) /pɑːˈtɪsɪpənt/ - a person who is taking part in an activity or event
 receptionist (n) /rɪˈsep.ʃn.ɪst/ - a person whose job is to answer the telephone, arrange bookings or appointments, etc. in a hotel, office, or other organisation
 set a table /set ə ˈteɪ.bəl/ - to put knives, forks, spoons, plates, etc. on a table before a meal
 take place /teɪk pleɪs/ - to happen, especially after being planned or arranged
 traffic safety /ˈtræfɪk ˈseɪfti/ - the measures taken to ensure the safety of people using the roads
 volunteer (n) /ˌvɒl.ənˈtɪə/ - a person who does something, especially helping other people, willingly and without being forced or paid to do it
 wipe (v) /waɪp/ - to clean or dry (something) by rubbing its surface with a cloth, a piece of paper, or one's hand
 workshop (n) /ˈwɜːk.ʃɒp/ - a meeting in which people discuss and show how to do a job or perform an activity, so that everyone can learn

Listening

break habits /breɪk ˈhæbɪts/ - to stop doing something regularly that has become a habit
 build habits /bɪld ˈhæbɪts/ - to start doing something

regularly until it becomes a habit
 delay (v) /dɪ'leɪ/ - to make something happen at a later time than originally planned or expected
 habit (n) /'hæbɪt/ - something that you do often and regularly, sometimes without knowing that you are doing it
 immunity (n) /ɪ'mjuː.nə.ti/ - the ability of the body to protect itself from disease or infection,
 loss (n) /lɒs/ - the fact of no longer having something or having less of something
 make excuses /,meɪk ɪk'skjuː.sɪz/ - to provide reasons that are not entirely true in order to avoid something or to avoid taking responsibility
 procrastinating (n) /prə'kræs.tɪ.neɪ.tɪŋ/ - the act of delaying or postponing something
 skip (v) /skɪp/ - not to do something that you usually do
 waste time /weɪst taɪm/ - to use time in a way that is not productive or useful

Time to watch

approve (v) /ə'pruːv/ - to agree or officially accept something
 be left /bi left/ - to remain or stay after others have gone or after something has happened
 cart (n) /kɑːt/ - a vehicle with either two or four wheels that is pushed by a person and used for carrying goods
 chew (v) /tʃuː/ - to bite something continuously but not swallow it
 chewing gum /'tʃuː.ɪŋ ɡʌm/ - a type of soft, flavoured gum that is designed for chewing but not swallowing
 embarrassed (adj) /ɪm'bær.əst/ - feeling ashamed or uncomfortable in a social situation
 include (v) /ɪn'kluːd/ - to have something or someone as part of something larger
 reaction (n) /rɪ'æk.ʃən/ - a response to something that has happened, especially an event or situation
 scroll (v) /skrɔʊl/ - to move text or images on a computer screen or mobile device up, down
 social norms /'səʊ.ʃəl nɔːmz/ - unwritten rules and expectations about how people should behave in a society or culture
 stare (v) /steə/ - to look directly at someone or something for a long time
 unwritten (adj) /ʌn'rtɪn/ - not written down or recorded, but known or understood by a group of people
 vehicle (n) /'viː.ɪ.kəl/ - a machine, such as a car, bus, or truck, that is used for transporting people or goods

Writing

bowl (n) /bɔʊl/ - a round container with a wide open top, used for holding food or liquid

drop food /drɒp fuːd/ - to accidentally let food fall out of one's mouth or hands
 get sick /get sɪk/ - to become ill or unwell
 trust (v) /trʌst/ - to have confidence in or rely on someone or something

Unit 5

Vocabulary

access (n) /'ækses/ - the right to enter or use something, to get information, etc.
 accommodation (n) /ə,kəmə'deɪʃən/ - a place to live, work, stay, etc. in
 attract (v) /ə'trækt/ - to make someone interested in something
 central heating /,sent.rəl 'hiː.tɪŋ/ - a system for heating buildings by warming air or water at one place and then sending it to different rooms
 fence (n) /fens/ - a structure made of wood, metal etc. that surrounds a piece of land
 landscape (n) /'lændskeɪp/ - everything you can see when you look across a large area of land, especially in the country
 modern conveniences /,mɒdʒn kən'viːniənsɪz/ - modern equipment, machines, etc. that make life easier
 provide (v) /prə'vaɪd/ - to give someone something that they need or want
 receive (v) /rɪ'siːv/ - to get something that someone has given or sent to you
 well-kept (adj) /,wel 'kept/ - kept in good condition; clean and tidy

Reading

architecture (n) /'ɑː.kɪ.tek.tʃə/ - the art and study of designing buildings
 comfort (n) /'kʌm.fət/ - a pleasant feeling of being relaxed and free from pain
 construction (n) /kən'strʌkʃən/ - the process of building things such as houses, bridges, etc.
 guided tour /,ɡaɪdɪd 'tʊə/ - a tour of a place or building with an expert guide who explains the history and importance of what you see
 mess up (phr.v) /mes ʌp/ - to make a mistake or do something badly
 relive (v) /,riː'lɪv/ - to remember and feel again an experience that happened in the past
 rock (n) /rɒk/ - a large piece of stone
 shepherd (n) /'ʃepəd/ - a person whose job is to take care of sheep and move them from one place to another
 strange (adj) /streɪndʒ/ - unusual or surprising, especially in a way that is difficult to understand or explain

Wordlist

Grammar A

afford (v) /ə'fɔ:d/- to have enough money to buy or do something
fail (v) /feɪl/- to not succeed in achieving something
homeless (adj) /'həʊm.ləs/- without a home or a place to live
minimalist lifestyle /'mɪn.ɪ.məl.ɪst/- a way of living that involves owning and using only a small number of things, and living in a simple way
promise (v) /'prɒm.ɪs/- to say that you will certainly do something or that something will certainly happen
rent (v) /rent/- to pay money to use something that belongs to someone else
tiny (adj) /'taɪ.ni/- extremely small

Grammar B

astronaut (n) /'æs.trə.nɔ:t/- a person who travels in a spacecraft into space
attach (v) /ə'tætʃ/- to join or fasten something to something else
float (v) /fləʊt/- to be lighter than air, and to move slowly through it
gravity (n) /'græv.ə.ti/- the force that attracts two bodies towards each other, especially the force that makes things fall to the ground
sleeping bag /'sli:pɪŋ ,bæg/- a warm, usually waterproof bag for sleeping in outdoors or in a tent
space (n) /speɪs/- the area beyond the Earth's atmosphere where the stars and planets are

Listening

industry (n) /'ɪn.dʌs.tri/- the production of goods from raw materials, especially in factories
ladder (n) /'læd.ə/- a piece of equipment used for climbing up and down, consisting of two vertical bars or pieces of rope joined to horizontal pieces
landfill (n) /'lænd.fil/- a large area of land where waste is buried under the ground
powder (n) /'paʊ.də/- a soft dry substance that looks like dust or sand
printer cartridge /'prɪn.tə , 'kɑ:.trɪdʒ/- a container for ink or toner used in a printer
recycle (v) /ri:'saɪ.kl/- to use materials or parts from something old to make something new
renewable energy sources /rɪ'nju:.ə.bəl 'en.ə.dʒi ,sɔ:sɪz/- energy from natural sources that has no risk of ending
run (v) /rʌn/- If a machine runs on a particular type or supply of power, it uses that power to work
solar power /'səʊ.lə ,paʊə/- energy produced by the sun that can be used to generate electricity
waste (n) /weɪst/- materials that people no longer need and throw away

Time to watch

assist (v) /ə'sɪst/- to help or give support to someone or something in a task or action
badge (n) /bædʒ/- a piece of metal or plastic often with words or symbols that shows you have achieved something
collar (n) /'kɒl.ə/- a metal band around the neck of an animal
destination (n) / ,des.tɪ'nei.ʃn/- the place where someone or something is going
howl (v) /haʊl/- (of a dog or wolf) to make a loud, long cry
lifelong (adj) /'laɪf.lɒŋ/- lasting for the whole of a person's life
prisoner (n) /'prɪz.ən.ə/- a person who is arrested for a crime
wilderness (n) /'wɪl.də.nəs/- an area of land where people do not live or grow crops and where there are no buildings

Writing

cosy (adj) /'kəʊ.zi/- comfortable and warm, and making you feel relaxed
lock (v) /lɒk/- to fasten something with a key
shut the world out /ʃʌt ðə wɜ:ld aʊt/- to isolate oneself from the world or other people, usually for a period of time

Unit 6

Vocabulary

achievement (n) /ə'tʃi:v.mənt/- something very good and difficult that you have succeeded in doing
be open to something /bi 'əʊ.pən tə sʌm.θɪŋ/- be ready to accept something new
campaign (n) /kæm'peɪn/- a planned series of actions to achieve political or social change
change-maker (n) /'tʃeɪndʒ ,meɪ.kə/- someone who takes action to create positive change
clean-up (n) /'kli:n.ʌp/- the act of cleaning something, especially the environment
community (n) /kə'mju:.nə.ti/- the people who live in an area
expect (v) /ɪk'spekt/- to think or believe that something will happen or someone will arrive
hand-powered (adj) / ,hænd 'paʊəd/- operated by hand, without the use of electricity or other power sources
hurricane (n) /'hʌr.ɪ.kən/- a violent windstorm that forms over the ocean and can cause damage
motivate (v) /'məʊ.tɪ.veɪt/- to provide someone with a reason to do something
opportunity (n) / ,ɒp.ə'tju:.nə.ti/- a chance to do

something, or a situation in which it is easy for you to do something
refugee (n) /ˌref.juˈdʒi:/ - someone who has to leave their country because of war, natural disaster, etc.
single-use (adj) /ˌsɪŋ.ɡəlˈju:s/ - designed to be used only once, and then thrown away

Reading

debut (n) /ˈdeɪ.bju:/ - the first public appearance of someone or something, especially in a performance or a sporting event
disagree (v) /ˌdɪs.əˈɡri:/ - to have a different opinion from someone else, or to refuse to accept something that someone else wants
go wrong /ɡəʊˈrɒŋ/ - used when problem causes failure of something
goalkeeper (n) /ˈɡəʊl.kiː.pə/ - the player whose job is to stop the ball going into the goal in games such as football
luck (n) /lʌk/ - success that you have by chance and not because of anything that you do
represent (v) /ˌrep.rɪˈzent/ - to speak, act, or be present officially for another person or people
score (v) /skɔː/ - to get a point or goal in a game or competition
supporter /səˈpɔː.tə/ - someone who supports a person or group

Grammar A

child labour /tʃaɪldˈleɪ.bə/ - the use of children to do work
child marriage /tʃaɪldˈmæ.rɪdʒ/ - the practice of marrying children, especially young girls, to adult men
educate (v) /ˈedʒ.u.keɪt/ - to teach someone, especially in a school or college
encourage (v) /ɪnˈkʌr.ɪdʒ/ - to give someone support or hope
escape (v) /ɪˈskeɪp/ - to get away from a dangerous or unpleasant place or situation
get married /ˌɡetˈmæ.rɪd/ - marry someone

Grammar B

adopt (v) /əˈdɒpt/ - to take someone else's child into your family and legally make him or her your own child
amazing (adj) /əˈmeɪz.ɪŋ/ - very surprising; very good
bitter (v) /ˈbɪt.ə/ - something that is bitter has a strong sharp taste that is not sweet
kitten /ˈkɪt.ən/ (n) - a very young cat
mission (n) /ˈmɪʃ.ən/ - an important job, especially a military one, that someone is sent somewhere to do
seem (v) /si:m/ - to appear to be something, or to

appear to have a particular quality
thin (adj) /θɪn/ - not thick
wonderful (adj) /ˈwʌn.də.fəl/ - extremely good or enjoyable

Listening

ordinary (adj) /ˈɔː.dən.ər.i/ - not unusual or different in any way; usual
politician (n) /ˌpɒl.ɪˈtɪʃ.ən/ - someone who has a job in politics
private (adj) /ˈpraɪ.vət/ - not public
raise money - to collect money for a particular purpose
shiver (v) /ˈʃɪv.ə/ - to shake slightly, especially because of a strong emotion such as cold, fear, or excitement
special (adj) /ˈspeʃ.əl/ - different from or not like the usual type of thing or person

Time to Watch

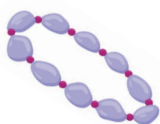
accept (v) /əkˈsept/ - to agree to take something that is offered or given; to believe that something is true
beat yourself up (idiom) /bi:t jəˈself ʌp/ - to criticise oneself excessively
breath (n) /breθ/ - the air that goes in and out of your lungs
give in (phr.v) /ɡɪv ɪn/ - to stop competing and accept that you cannot win
grown-up (n) /ɡrəʊn.ʌp/ (noun) - adult, person who is no longer a child
keep on (phr.v) /ki:p ɒn/ - to continue doing something
mess up (phr.v) /mes ʌp/ - to make a mistake or to do something badly
messy (adj) /ˈmes.i/ - untidy or dirty; causing a mess
reach (v) /ri:tʃ/ - to arrive somewhere
recognise (v) /ˈrek.əɡ.naɪz/ - to understand
team up (phr.v) /ti:m ʌp/ - to work together with someone in order to achieve a common goal
untidy (adj) /ʌnˈtaɪ.di/ (adjective) - not neat; not organised

Writing

irrelevant (adj) /ɪˈrel.ə.vənt/ - not connected with or relevant to something
margin (n) /ˈmɑː.dʒɪn/ - the empty space around the edges of a page, between columns, or between text and a border; a difference in amount or degree
relate to /rɪˈleɪt tə/ - to be able to understand and connect with someone or something
restatement (n) /ˈrestetmənt/ - the act of saying something again, especially in a different way or with different words, in order to make it clearer or more emphatic

Picture Dictionary

Unit 1



bracelet (n)
/ˈbreɪ.slət/



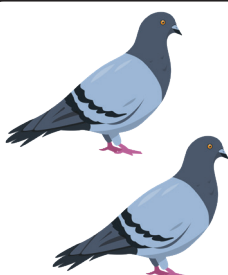
crane (n)
/kreɪn/



lotus flower (n)
/ˈləʊ.təsflaʊə/



necklace (n)
/ˈnek.ləs/



pigeons (n)
/ˈpɪdʒ.ənz/



sea lion (n)
/ˈsiː ˌlaɪ.ən/



seal (n) /si:l/



whale (n) /weɪl/

Unit 2



cauliflower (n)
/ˈkɒl.ɪ fləʊ.ə/



chilli pepper (n)
/ˈtʃɪl.i pep.ə/



garlic (n)
/ˈgɑː.lɪk/



lettuce (n)
/ˈlet.ɪs/



mushroom (n)
/ˈmʌʃ.ru:m/



noodles (n)
/ˈnuː.dl̩z/



shrimp (n)
/ʃrɪmp/

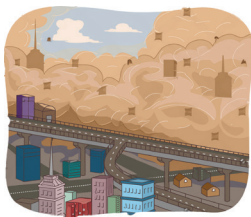


wrap (n)
/ræp/

Unit 3



cruise ship (n)
/'kru:z ʃɪp/



dust storm (n)
/'dʌst stɔ:m/



freezing (adj)
/'fri:zɪŋ/



frost (n) /frɒst/



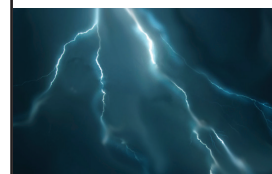
garden (n)
/'gɑ:dən/



gardener (n)
/'gɑ:dən.ə/



hail(n) /heɪl/



lightning (n)
/'laɪt.nɪŋ/

Unit 4



cough (v) /kɒf/



cutlery (n)
/'kʌt.lɪ.ri/



earplugs (n)
/'iə.plʌgz/



elbow (n)
/'el.bəʊ/



escalator (n)
/'es.kə.leɪ.tə/



infection (n)
/ɪn'fek.ʃn/



tissue (n) /'tɪʃ.u:/



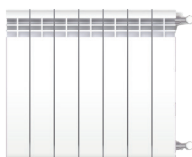
wheelchair (n)
/'wi:l.tʃeə/

Picture Dictionary

Unit 5



blanket (n)
/'blæŋ.kɪt/



central heating (n)
/ˌsen.trəl 'hiː.tɪŋ/



pillow (n)
/'pɪl.əʊ/



shepherd (n)
/'ʃep.əd/



sleeping bag (n)
/'sliː.pɪŋ ˌbæg/



straw (n)
/strɔː/



TV-set (n)
/ˌtiː'viː set/



Wi-Fi (n)
/'waɪ.fai/

Unit 6



carpet (n)
/'kɑː.pɪt/



**hand-powered
washing machine
(n)** /hændpaʊəd
wɒʃ.ɪŋ mə ˌʃiːn/



hurricane (n)
/'hʌr.ɪ.kən/



plastic waste (n)
/ˌplæs.tɪk weɪst/



refugee camp (n)
/ref.jʊ'dʒiː ˌkæmp/



**refugee children
(n)** /ref.jʊ'dʒiː 'tʃɪl.
drən/



**solar-powered
lamp (n)** /'səʊ.lə
paʊəd læmp/



wheel (n)
/wiːl/

Buraxılış məlumatı

İNGİLİS DİLİ 8

*Ümumi təhsil müəssisələrinin 8-ci sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə*

DƏRSLİK

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Günay Qurbanova
Sevinc Məmmədova

İxtisas redaktoru **İradə Vahabova**
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Buraxılışa məsul	Rafiq Kazımov
Dizayner və səhifələyici	Kənan Yusifzadə
Üz qabığının dizayneri	Nurlan Nəhmətov
Multimedia mütəxəssisləri:	Yusif Qabilov Kənan Yusifzadə
Texniki redaktor	Sevinc Yusifova
Baş redaktor	Samirə Bektaş
Texniki direktor	Allahverdi Kərimov
Nəşriyyat direktoru	Sevil İsmayılova

Rəqəmsal mobil texnologiyaların (animasiyalar, multimedia və QR kodlar)
dərslik və dərs vəsaitlərində istifadəsinin ideya müəllifi **Rafiq Kazımov**

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Azərbaycan Respublikası Elm və Təhsil Nazirliyinin qrif nömrəsi: 2023-068

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(Bakı, AZ1143, Hüseyn Cavid pr., 111)

Çap məhsulunu istehsal edən:

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Əziz məktəbli!

**Bu dərslik sizə Azərbaycan dövləti tərəfindən
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**O, dərs ili müddətində nəzərdə tutulmuş bilikləri
qazanmaq üçün sizə etibarlı dost və yardımçı olacaq.**

**İnanırıq ki, siz də bu dərsliyə məhəbbətlə yanaşacaq,
onu zədələnmələrdən qoruyacaq, təmiz və səliqəli
saxlayacaqsınız ki, növbəti dərs ilində digər məktəbli
yoldaşınız ondan sizin kimi rahat istifadə edə bilsin.**

Sizə təhsildə uğurlar arzulayırıq!

